DOCUMENT RESUME

ED 033 981 UD 008 549

TITLE	Dropouts: Iowa Public Schools, July 1, 1963-June 30, 1964.
INSTITUTION	Iowa State Dept. of Public Instruction, Des Moines.
Pub Date	65
Note	56p.
EDRS Price	EDRS Price MF-$0.25 HC-$2.90
Descriptors	Data, Dropout Characteristics, Dropout Identification, Dropout Prevention, Dropout Programs, Dropout Rate, Dropout Rehabilitation, *Dropouts, Public Schools, School Responsibility, *State Surveys
Identifiers	Iowa

Abstract

Information about the dropout problem in Iowa (in 1963-64) is presented in this document. This state-wide survey sought to determine the number of dropouts and their reasons for leaving school, to explore dropout rehabilitation possibilities, and to develop methods for early identification of potential dropouts. Data are reported in a number of graphs and tables for each county. Some representative school programs are described and some suggestions for dropout programs and prevention methods are included. (NH)

6650

08549 E

DROPOUTS

IOWA PUBLIC SCHOOLS
JULY 1, 1963 - JUNE 30, 1964

ED033981

UD 008 549

Materials and Research Branch
Equal Educational Opportunities Program
Office of Education

STATE OF IOWA
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

State of Iowa
1965

DROPOUTS
Iowa Public Schools
July 1, 1963-June 30, 1964

State Department of Public Instruction

Published by
The State of Iowa
Des Moines 50319

UD 008 549

State of Iowa
DEPARTMENT OF PUBLIC INSTRUCTION
Des Moines, Iowa

STATE BOARD OF PUBLIC INSTRUCTION

C. W. ANTES, West Union (President)
DELMAR F. BUSSE, Oakland (Vice President)
SHERMAN W. HIRSCHLER, Fairfield
C. E. JUDD, Thompson
LESTER D. MENKE, Calumet
MRS. JAMES SHANNAHAN, Des Moines
MRS. VIRGIL E. SHEPARD, Allison
JOHN D. WARIN, Maloy
MRS. OTHA D. WEARIN, Hastings

DEPARTMENT OF PUBLIC INSTRUCTION

ADMINISTRATION

PAUL F. JOHNSTON, Superintendent of Public Instruction and Executive Officer of State Board of Public Instruction
DAVID H. BECHTEL, Administrative Assistant
W. T. EDGREN, Assistant Superintendent - Administration
L. N. JENSEN, Assistant Superintendent - Instruction

Division of Instructional Research and Publications

Arthur C. Anderson, Director
LeRoy G. Pratt, Supervisor, Statistics

STATEWIDE DROPOUT COMMITTEE

Arthur C. Anderson, Chairman, State Department of Public Instruction

Keith Anderson, Elementary Principal, Sioux City Independent School District, Sioux City

Roby E. Fretwell, High School Principal, Keokuk Community School District, Keokuk

George W. Hohl, Superintendent, Waterloo Community School District, Waterloo

Kenneth B. Hoyt (Robert Wasson, alternate) College of Education, State University of Iowa, Iowa City

Robert Hyde, State Department of Social Welfare

Ira E. Larson, Superintendent, Linn County Schools, Cedar Rapids

LeRoy G. Pratt, State Department of Public Instruction

Herbert M. Silvey, State College of Iowa, Cedar Falls

Giles J. Smith (Charles Moench, alternate) State Department of Public Instruction

Acknowledgments

Ralph Borreson, Superintendent, Sheldon Community School District, Sheldon; Arthur Downing, State Department of Social Welfare; and Elmer Gast, Superintendent, Keokuk Community School District, Keokuk, who served on the committee until other commitments caused them to resign and Lee Hoover who represented the Iowa Educational Information Center, State University of Iowa, Iowa City.

Richard W. Nystuen, Guidance Director, Cedar Falls Community School District, Cedar Falls; Donald Bloss, Guidance Director, Davenport Community School District, Davenport; John Bell, Director, Industrial Education, Des Moines Independent Community School District; Betty Polley, Guidance Research Coordinator, Polk County Schools, Des Moines; Maxine Tallman, Coordinator of Curriculum, Testing and Guidance, Polk County Schools, Des Moines; and John P. Weisensee, Personnel and Guidance Director, Sioux City Independent School District, Sioux City, who reported to the Statewide Dropout Committee on activities that have been initiated to increase the holding power in their school districts.

FOREWORD

One of the gravest social concerns in the United States today revolves about the school dropouts who pose an immense problem for the future. The publication, Dropouts In Iowa Public Schools (1963-1964), was prepared by a Statewide Dropout Committee to focus attention on the dropout problem in Iowa.

It is hoped the information contained in this study will be analyzed and interpreted by educators and other citizens of each community and that a continued effort will be made at the local level to increase the holding power of their schools.

PAUL F. JOHNSTON
State Superintendent of Public Instruction

TABLE OF CONTENTS

Introduction. 1

1958 Iowa Dropout Study 4

1963-1964 Statewide Dropout Study 7

What Some Schools in Iowa are Doing 29

Now What? 32

Sources of Information on Dropouts. 37

Appendix. 39

LIST OF TABLES

TABLE		PAGE
I.	Number and Per Cent of Public School Dropouts (K-12) in Iowa, by Counties.	39
II.	Number and Per Cent of Public School Dropouts (K-12) in Iowa, by Age	11
III.	Number and Per Cent of Public School Dropouts (K-12) in Iowa, by Grade	13
IV.	Number of Public School Dropouts (K-12) in Iowa, Classified by Major Reasons, by Counties.	41
V.	Number of Public School Dropouts (K-12), Classified by Major Reasons According to Age	44
VI.	Number and Per Cent of Public School Dropouts (K-12), Classified by Major Reasons According to Grade Level. . . .	45
VII.	Per Cent of Holding Power For Iowa Public Schools (K-12), July 1, 1963 through June 30, 1964, Ranked Highest to Lowest, by Counties, as Related to Other Selected Factors	46

LIST OF FIGURES

FIGURE		PAGE
1.	Number and Per Cent of Public School Dropouts (K-12) in Iowa, by Counties.	9
2.	Number of Public School Dropouts (K-12) in Iowa, by Age . . .	10
3.	Number of Public School Dropouts (K-12) in Iowa, by Grade . .	12
4.	Iowa Public School Dropouts (K-12), Classified by Major Reasons, (D Codes) Arranged According to Frequency.	16
5.	Number of Public School Dropouts (K-12) in Iowa, Classified by the 2 Most Common Major Reasons, by Counties	18
6.	Number of Public School Dropouts (K-12), Classified by Major Reasons, According to Age.	20
7.	Number of Public School Dropouts (K-12), Classified by Major Reasons, According to Grade Level	22
8.	Percentage of Dropouts by Counties as Related to Total Population of County.	25
9.	Percentage of Dropouts by Counties as Related to Median Income (1959)	26
10.	Percentage of Dropouts by Counties as Related to Assessed Valuation Per Resident Pupil (ADA) (1963-1964).	27
11.	Percentage of Dropouts by Counties as Related to Real (Market) Value Per Resident Pupil (ADA) (1963).	28

INTRODUCTION

There has been national concern about the problem of school dropouts and unemployed youth for many years. Among more recent attempts to direct public attention toward the seriousness of the problem, the late President Kennedy appointed a number of national groups to study the problem.

The 1960 White House Conference on Children and Youth brought together persons from all over the Nation, "to promote opportunities for children and youth to realize their potential for creative life in freedom and dignity." As a result of this meeting many states, including Iowa, re-activated previously established committees or created new committees to study the problems of youth.

The President's Committee on Juvenile Delinquency and Youth Crime was established in May, 1961. This resulted in the development of many national and state research projects to find solutions to the spread of juvenile delinquency. One of the findings of this research was a high correlation between the school dropout rate and the incidence of juvenile delinquency.

In April, 1963, the President's Committee on Youth Employment published findings in a report entitled "The Challenge of Jobless Youth." Some of the statements presented in this report are:

- During the school months of 1962 from 600,000 to 800,000 young people between the ages of 16 and 21 were out of school and looking for jobs.
- About 1 in 6 of all the unemployed who are out of school are 16 to 21 years old, although this age group makes up only about 1 in 14 of the Nation's labor force.
- Unemployment among teenage Negro youth is double that of white boys and girls.
- School dropouts suffer most from unemployment and have greater difficulty in finding work.
- Twenty-six million boys and girls will leave school and seek jobs during the 1960's, 40% more than in the 1950's. By the late 1960's three million new young workers will enter the labor force each year.

- In the 1960's while the labor force is growing so rapidly, employment needs for unskilled workers will remain about the same and for farm-workers will drop about 20 per cent.

- At the same time, more education and training is now required. The average professional or technical worker now has more than four years of college. Clerical workers have more than a high school education.

The report entitled, "One-Third of a Nation - A Report on Young Men Found Unqualified for Military Service," released on January 1, 1964, by the President's Task Force on Manpower Conservation, included the following statements:

- One-third of all young men in the Nation turning 18 would be found unqualified if they were to be examined for induction into the armed forces. Of these, about one-half would be rejected for medical reasons. The remainder would fail through inability to qualify on the mental test.

- Four out of five rejectees were school dropouts.

Hubert H. Humphrey, while serving as U.S. Senator, made the following comment concerning the dropout problem to a group gathered at the National Education Association headquarters in Washington, D.C.: "What matters is that there is a dropout problem, that it is growing, and that it dangerously infects every area of our society and economy."

Governor Otto Kerner of Illinois remarked as follows: "You and I must make every effort to prevent today's boys and girls from becoming tomorrow's dropouts. We must see to it that they do not follow the tragic path of our present unemployed who have found out there is no place for the unskilled and untrained hands in our modern work world."

Governor Harold E. Hughes of Iowa made the following statement regarding the dropout problem in Iowa:

"In a state where we pride ourselves on our functional literacy and our standards of education, I think it is time we faced up to the fact that we are defaulting miserably on the responsibility of supplying a big proportion of our young people with the kind of educational opportunity they want and need and to which they are entitled.

"It is true that the problem of school dropouts is not yet as acute in Iowa as in some other states, but frankly I think that all of us should be concerned about

it. Each year, thousands of young Iowans leave school, never to finish even their basic high school education. There are many reasons, economic and otherwise, but by far the greatest number drop out of school because of lack of interest in the school work that is available to them. One answer, of course, lies in a program of vocational-technical training--which I have recommended--to interest these young people in continuing their education and to equip those who will not be going on to college with the skills that will enable them to make their way in modern business and industry. Considerable further study is needed to determine the causes and cures for the drop-out problem. It is particularly important that we develop reliable methods of identifying potential dropouts in the lower grades and adjust our school programs accordingly.

"The days of opportunity for the untrained, unskilled worker are past. We have been making great strides in industrial development, to provide jobs for our young people right here in Iowa. It would be the ultimate irony if we attained the industrial flowering of our valley that we have so long hoped for--only to find that we have failed to provide our own sons and daughters with the modern-day skills, through regular high school or vocational training, to handle the jobs available."

1958 IOWA DROPOUT STUDY

The first statewide dropout study for Iowa was completed in 1958, using sampling techniques. Pupils who completed the 8th grade in 1950, 1951, and 1952 were the population studied. Sponsored jointly by the Iowa Department of Public Instruction and the State University of Iowa, the study was partly financed by a grant from the U.S. Office of Education. The study indicated that 19.8 per cent of the pupils who complete grade 8 in Iowa schools do not graduate from high school. Four per cent of these dropouts occur during the summer (between completing grade 8 and entering grade 9) and 15.8 per cent occur after pupils enter grade 9. The decision to withdraw from school is a process occuring over a period of years--not at any single point in time, according to the 1958 study. Additional findings of this study are summarized below.

Dropouts vs. persisters on test results and scholastic records. Dropouts as a group differed from persisters in intelligence test results, high school grade point averages, elementary school scholastic records, and standard composite scores on the Iowa Tests of Educational Development. The average I. Q. for all dropouts was 96.6 and for all persisters, 106.4. The average high school grade point for dropouts was 1.5 as compared to 2.5 for graduates and the standard composite scores on the Iowa Tests of Educational Development was 8.8 for the dropouts and 11.9 for the graduates. Size of school made no important difference insofar as these factors were concerned.

Absence and non-participation in activities. Pupils who withdrew before graduation from high school were absent, while enrolled, a much greater proportion of time than were persisting pupils. The dropouts were absent 8.5 per cent of the time while the persisters were absent only 3.1 per cent of the time. Graduates took part in a significantly larger number of different extracurricular activities than did the dropouts. The averages found in this study were 2.46 activities for the persisters and 0.89 for the dropouts.

Education and occupation of parents. In the case of 85 per cent of the dropouts, at least one parent had not graduated from high school and this was true for only 57 per cent of the graduates. Neither parent of 67 per cent of the dropouts had graduated from high school while this held true for only 38 per cent of the graduates.

The occupational level of the child's father was found to be a significant factor in differentiating dropouts from persisters. For example, proportionally speaking, pupils whose fathers were unskilled laborers dropped out nine times as frequently as did those whose father was employed in one of the professions. Only .05 per cent of the dropouts came from the homes of the professional workers and 23 per cent came from the homes of unskilled laborers.

Age a factor. Pupils who are retarded one year or more at the time they enter the ninth grade are likely to leave high school before graduation. The average age of pupils who dropped out of school in the ninth grade was 16 years and 4 months, while the normal age for pupils completing the ninth grade was 15 years and 6 months. Sixty-four per cent of all dropouts occurred in grades nine or ten and only 36 per cent occurred in grades eleven and twelve.

Six factors associated with dropouts. The process of dropping out of school is not a simple event. Six process types were identified in terms of major predisposing factors associated with dropping out of school. These were: (1) School too difficult; (2) Lack of acceptance; (3) Disruptive home situation; (4) Financial need; (5) School program inadequate; and (6) Engagement and/or marriage.

Case studies were compiled on 80 pupils; for all but 14 of these, one of the six factors named above was seen as operating as a major factor for some time prior to actual withdrawal from school. The secondary school is in a position to take constructive action with respect to at least five of these six major factors which can be classified as predisposing in nature.

In almost every case some precipitating event was associated with a pupil's decision to drop out of school. The three most common of these were:

(1) Argument with school personnel (34 per cent); (2) Failure in school work (25 per cent); and (3) Marriage and/or pregnancy (24 per cent).

In only a minority of cases did the dropouts talk to any of the school faculty before withdrawing. The study recommended that, even though a school may lack adequate information to identify potential dropouts, someone on the staff should confer with a pupil before he is permitted to officially withdraw from school.

1963-1964 STATEWIDE DROPOUT STUDY

As part of the State Plan for the Improvement of Education in Iowa, sixteen Area Education Districts were organized in 1963 to cooperatively identify and conduct research on educational problems. During the October 16, 1963 meeting of the Advisory Council and the Coordinating Committee for the Improvement of Education in Iowa, the dropout problem in Iowa schools was discussed. It was decided that a Statewide Dropout Committee should be appointed to study and coordinate all activities regarding the dropout problem in Iowa.

The Statewide Dropout Committee was formed to include the members of the Committee on the Establishment of a System of Pupil Accounting in Iowa (which had prepared the handbook, Pupil Accounting for Iowa Schools), since dropouts are one segment of pupil accounting. The Statewide Dropout Committee held its first meeting January 14, 1964. Specific areas of responsibility were explored and the committee agreed upon three objectives:

1. Determine the number of dropouts and the reason(s) for dropping out.
2. Explore what may be done for those who have already dropped out.
3. Consider means of identifying dropouts in the lower grades so that preventive action may be taken.

To complete the first objective, each county superintendent was asked to assume the responsibility for collecting dropout information for all schools in his county or counties for the period July 1, 1963 through June 30, 1964. It was emphasized that dropouts occurring during the summer of 1963 should be included in the report. The questionnaire was designed to allow for a major reason and secondary reasons as applicable to each school dropout. These reasons are identified by D codes, as included in the handbook, Pupil Accounting for Iowa Schools. As it appears in this handbook, the definition for a dropout is: "A pupil who leaves a school, for any reason except death, before graduation or

completion of a program of studies and without transferring to another school. The term 'dropout' is used to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether or not he has completed a minimum required amount of school work."

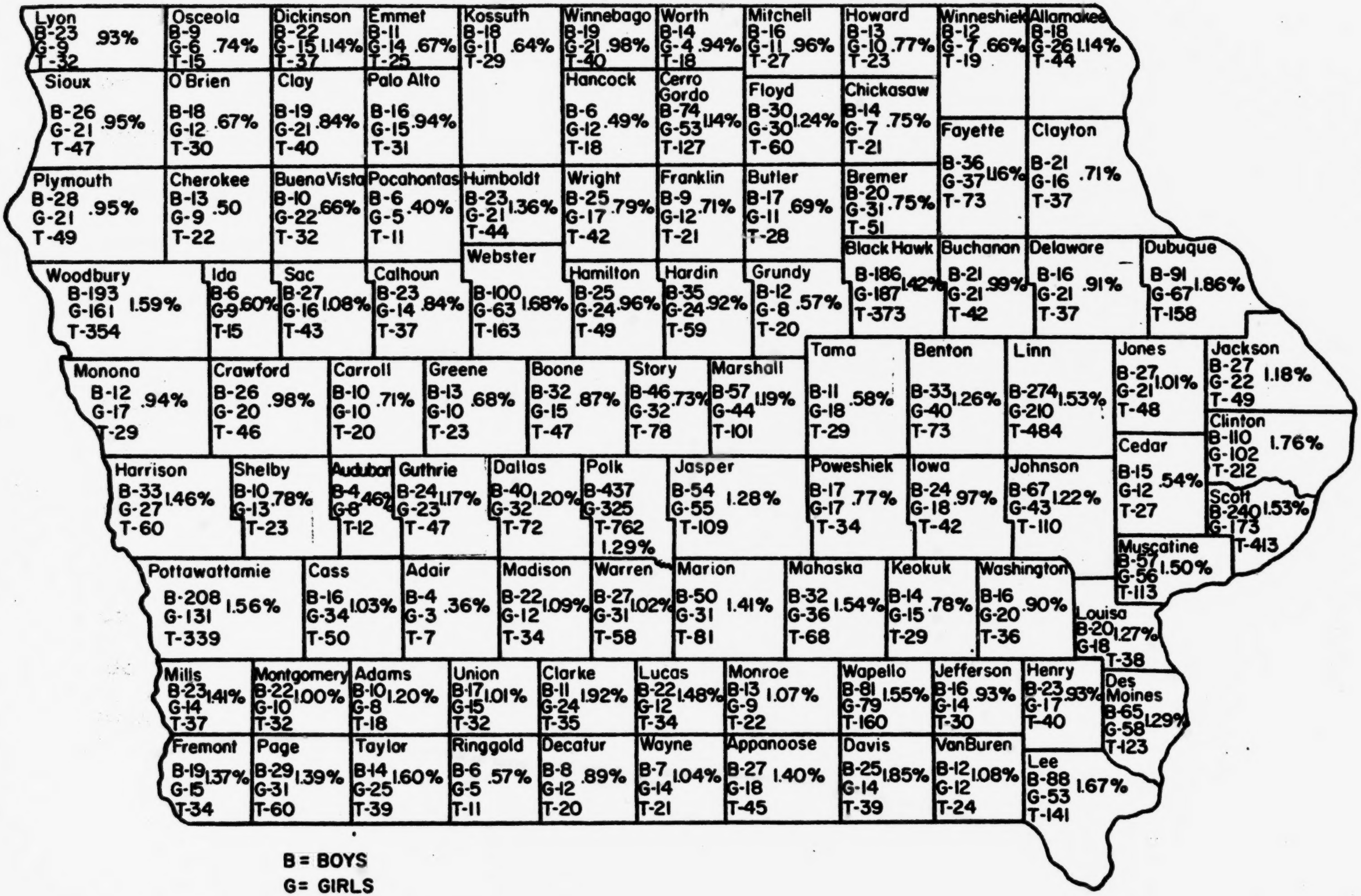
A written summary of the information obtained from the statewide survey of public school dropouts for the 1963-1964 school year follows, illustrated by maps, charts, and graphs. The data, which include all grades (K-12) and cover only a twelve month period, should not be confused with other dropout studies which cover more than one year. It is planned to continue the Iowa dropout survey so that more complete information will eventually be available beyond the one year period. Thus, in four years the dropout rate for pupils who completed the eighth grade prior to July 1, 1963 and did not graduate from high school will be available.

During the 1963-1964 school year (July 1, 1963 through June 30, 1964), 3,968 boys and 3,274 girls, or a total of 7,242 pupils dropped out of Iowa's public schools from all grades (K-12). As of September, 1963 there were 607,823 boys and girls enrolled in Iowa public schools. The dropout rate for the twelve month period was thus 1.19 per cent of the total enrollment. Assuming that this was a typical year and that all variables remain constant this would indicate approximately 15 children out of every 100 who enroll in kindergarten will not complete the 12th grade. The accompanying map, Figure 1, shows for each county the number of boys and girls who dropped out of school and the total, together with the percentage the dropouts were of the enrollment. (Refer to Table I, Appendix, for more complete information.)

Figure 2 shows graphically the number of pupils--boys, girls and total--who dropped out of public schools, according to age. As shown, the most common age for all pupils who drop out of school was 16 (2,225 dropouts), closely followed by age

NUMBER AND PER CENT OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA, BY COUNTIES

July 1, 1963 through June 30, 1964


Lyon B-23 G-9 T-32 .93%
Osceola B-9 G-6 T-15 .74%
Dickinson B-22 G-15 T-37 1.14%
Emmet B-11 G-14 T-25 .67%
Kossuth B-18 G-11 T-29 .64%
Winnebago B-19 G-21 T-40 .98%
Worth B-14 G-4 T-18 .94%
Mitchell B-16 G-11 T-27 .96%
Howard B-13 G-10 T-23 .77%
Winneshiek B-12 G-7 T-19 .66%
Allamakee B-18 G-26 T-44 1.14%
Sioux B-26 G-21 T-47 .95%
O Brien B-18 G-12 T-30 .67%
Clay B-19 G-21 T-40 .84%
Palo Alto B-16 G-15 T-31 .94%
Hancock B-6 G-12 T-18 .49%
Cerro Gordo B-74 G-53 T-127 1.14%
Floyd B-30 G-30 T-60 1.24%
Chickasaw B-14 G-7 T-21 .75%
Fayette B-36 G-37 T-73 1.16%
Clayton B-21 G-16 T-37 .71%
Plymouth B-28 G-21 T-49 .95%
Cherokee B-13 G-9 T-22 .50
Buena Vista B-10 G-22 T-32 .66%
Pocahontas B-6 G-5 T-11 .40%
Humboldt B-23 G-21 T-44 1.36%
Wright B-25 G-17 T-42 .79%
Franklin B-9 G-12 T-21 .71%
Butler B-17 G-11 T-28 .69%
Bremer B-20 G-31 T-51 .75%
Webster B-100 G-63 T-163 1.68%
Black Hawk B-186 G-187 T-373 1.42%
Buchanan B-21 G-21 T-42 .99%
Delaware B-16 G-21 T-37 .91%
Dubuque B-91 G-67 T-158 1.86%
Woodbury B-193 G-161 T-354 1.59%
Ida B-6 G-9 T-15 .60%
Sac B-27 G-16 T-43 1.08%
Calhoun B-23 G-14 T-37 .84%
Hamilton B-25 G-24 T-49 .96%
Hardin B-35 G-24 T-59 .92%
Grundy B-12 G-8 T-20 .57%
Tama B-11 G-18 T-29 .58%
Benton B-33 G-40 T-73 1.26%
Linn B-274 G-210 T-484 1.53%
Jones B-27 G-21 T-48 1.01%
Jackson B-27 G-22 T-49 1.18%
Monona B-12 G-17 T-29 .94%
Crawford B-26 G-20 T-46 .98%
Carroll B-10 G-10 T-20 .71%
Greene B-13 G-10 T-23 .68%
Boone B-32 G-15 T-47 .87%
Story B-46 G-32 T-78 .73%
Marshall B-57 G-44 T-101 1.19%
Clinton B-110 G-102 T-212 1.76%
Cedar B-15 G-12 T-27 .54%
Harrison B-33 G-27 T-60 1.46%
Shelby B-10 G-13 T-23 .78%
Audubon B-4 G-8 T-12 .46%
Guthrie B-24 G-23 T-47 1.17%
Dallas B-40 G-32 T-72 1.20%
Polk B-437 G-325 T-762 1.29%
Jasper B-54 G-55 T-109 1.28%
Poweshiek B-17 G-17 T-34 .77%
Iowa B-24 G-18 T-42 .97%
Johnson B-67 G-43 T-110 1.22%
Scott B-240 G-173 T-413 1.53%
Muscatine B-57 G-56 T-113 1.50%
Pottawattamie B-208 G-131 T-339 1.56%
Cass B-16 G-34 T-50 1.03%
Adair B-4 G-3 T-7 .36%
Madison B-22 G-12 T-34 1.09%
Warren B-27 G-31 T-58 1.02%
Marion B-50 G-31 T-81 1.41%
Mahaska B-32 G-36 T-68 1.54%
Keokuk B-14 G-15 T-29 .78%
Washington B-16 G-20 T-36 .90%
Louisa B-20 G-18 T-38 1.27%
Mills B-23 G-14 T-37 1.41%
Montgomery B-22 G-10 T-32 1.00%
Adams B-10 G-8 T-18 1.20%
Union B-17 G-15 T-32 1.01%
Clarke B-11 G-24 T-35 1.92%
Lucas B-22 G-12 T-34 1.48%
Monroe B-13 G-9 T-22 1.07%
Wapello B-81 G-79 T-160 1.55%
Jefferson B-16 G-14 T-30 .93%
Henry B-23 G-17 T-40 .93%
Des Moines B-65 G-58 T-123 1.29%
Fremont B-19 G-15 T-34 1.37%
Page B-29 G-31 T-60 1.39%
Taylor B-14 G-25 T-39 1.60%
Ringgold B-6 G-5 T-11 .57%
Decatur B-8 G-12 T-20 .89%
Wayne B-7 G-14 T-21 1.04%
Appanoose B-27 G-18 T-45 1.40%
Davis B-25 G-14 T-39 1.85%
VanBuren B-12 G-12 T-24 1.08%
Lee B-88 G-53 T-141 1.67%

B = BOYS
G = GIRLS
T = TOTAL

Figure 1

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA, BY AGE
July 1, 1963 through June 30, 1964

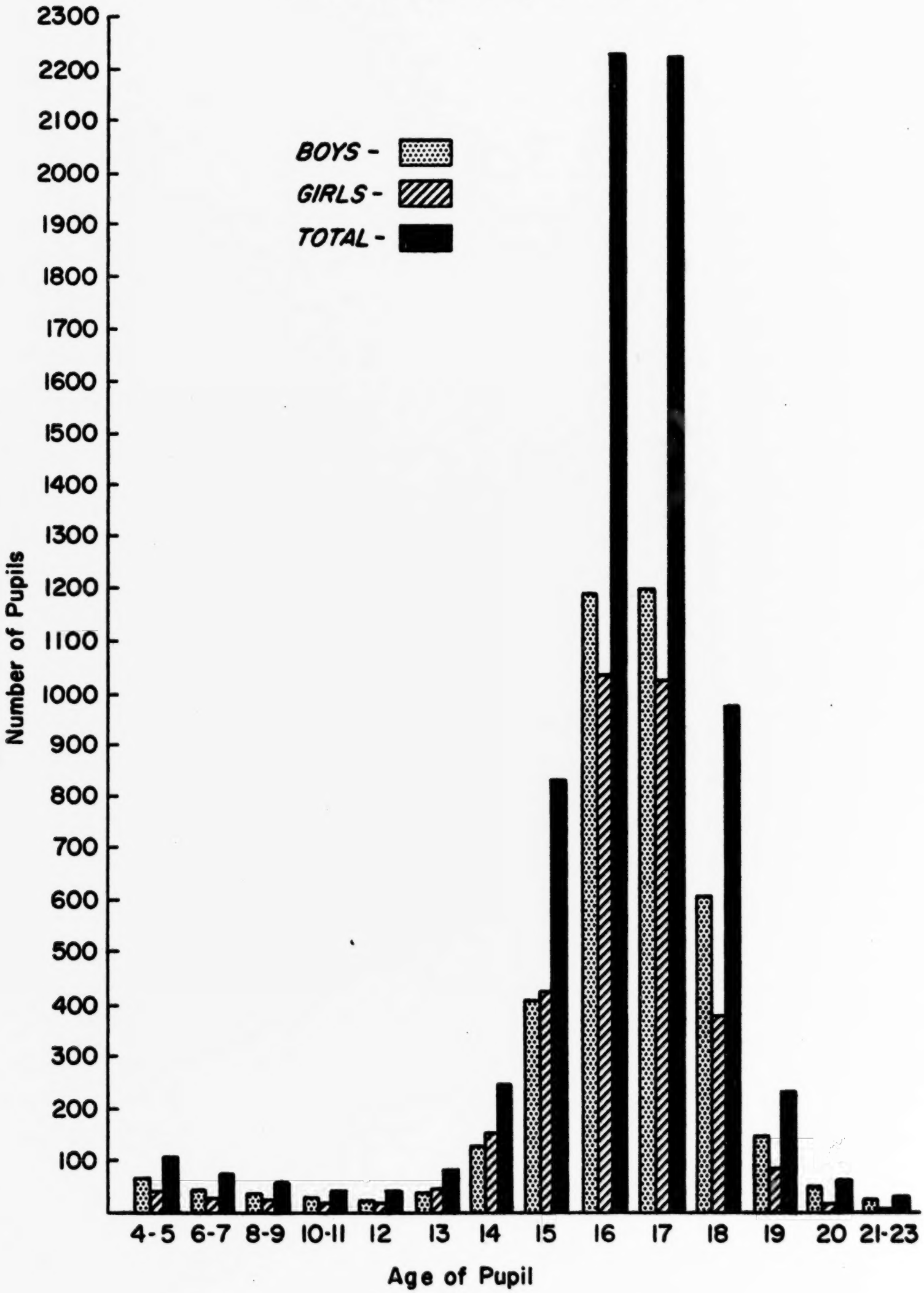


Figure 2

17 (2,223 dropouts). However, slightly more boys dropped out at age 17 than at age 16. The 16- and 17-year olds accounted for 61.4 per cent of all dropouts for this one-year period. Only 5.5 per cent of the dropouts occur prior to age 14. In Table II, more detailed information is given to show the distribution of dropouts by age groups.

TABLE II

NUMBER AND PER CENT OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA, BY AGE
July 1, 1963 through June 30, 1964

AGE OF PUPIL	NUMBER			PER CENT OF TOTAL DROPOUTS	CUMULATIVE PER CENT
	BOYS	GIRLS	TOTAL		
4	1		1	--	
5	61	40	101	1.4	1.4
6	23	14	37	.5	1.9
7	24	16	40	.6	2.5
8	19	14	33	.5	3.0
9	17	10	27	.4	3.4
10	12	9	21	.3	3.7
11	14	7	21	.3	4.0
12	20	18	38	.5	4.5
13	37	39	76	1.0	5.5
14	124	150	274	3.8	9.3
15	408	421	829	11.4	20.7
16	1189	1036	2225	30.7	51.4
17	1198	1025	2223	30.7	82.1
18	606	378	984	13.6	95.7
19	148	79	227	3.1	98.8
20	47	13	60	.8	99.6
21	15	3	18	.3	99.9
22	4	2	6	.1	100.0
23	1		1	--	
TOTALS	3968	3274	7242	100.0	

The distribution of dropouts by grade level is shown by Figure 3. For boys, more dropouts occur in the 10th grade than at any other grade level, while for girls, dropouts are most frequent in grade 11. Considering boys and girls together, 28.2 per cent of all dropouts (K-12) occur in the 11th grade, 25.0 per cent in 10th grade, 19.7 per cent in 12th grade, and 15.1 per cent in 9th grade. Thus, 88.0 per cent of all dropouts in Iowa public schools for the 1963-1964 period occurred in grades 9 through 12. Dropouts were a little over 4 per cent of the total enrollment in each of the grades 10, 11, and 12, and approximately 2 per cent in

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA, BY GRADE

July 1, 1963 through June 30, 1964

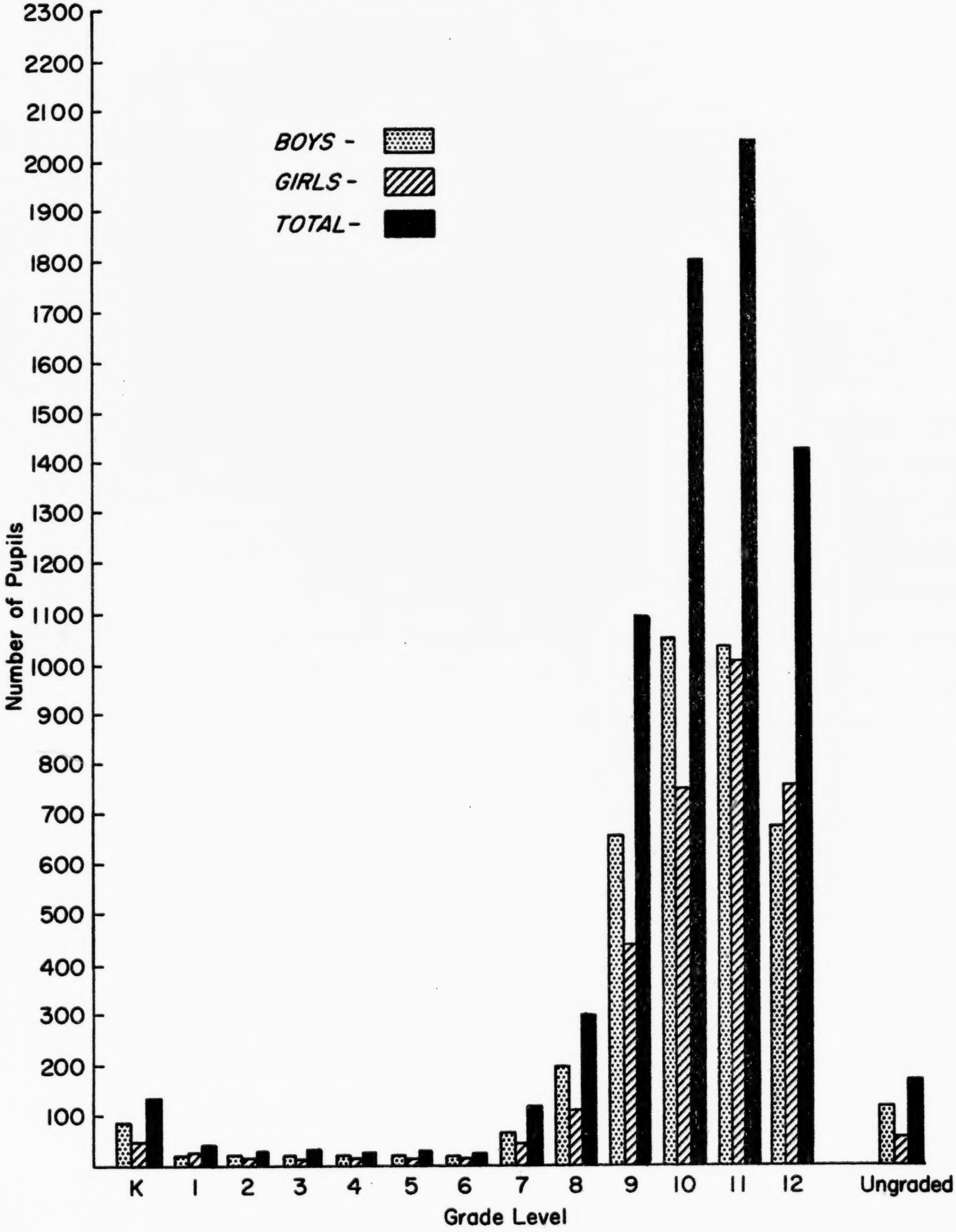


Figure 3

grade 9. In Table III, more detailed information is given to show the distribution of dropouts by grade level, K-12.

TABLE III

NUMBER AND PER CENT OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA, BY GRADE
July 1, 1963 through June 30, 1964

GRADE LEVEL	NUMBER			PER CENT OF TOTAL DROPOUTS	CUMULATIVE PER CENT	TOTAL ENROLLMENT (K-12)	PER CENT OF TOTAL ENROLLMENT
	BOYS	GIRLS	TOTAL				
K	83	45	128	1.7	1.7	53,599	.24
1	16	19	35	.5	2.2	49,217	.07
2	15	12	27	.4	2.6	47,928	.06
3	22	8	30	.4	3.0	47,453	.06
4	14	11	25	.3	3.3	47,367	.05
5	19	10	29	.4	3.7	46,312	.06
6	13	10	23	.3	4.0	46,915	.05
7	68	49	117	1.6	5.6	47,380	.25
8	194	104	298	4.1	9.7	44,797	.67
9	658	438	1096	15.1	24.8	45,836	2.39
10	1049	754	1803	25.0	49.8	44,591	4.04
11	1031	1008	2039	28.2	78.0	44,491	4.58
12	675	751	1426	19.7	97.7	34,421	4.14
Ungraded	111	55	166	2.3	100.0	7,516	.02
TOTALS	3968	3274	7242	100.0		607,823	1.19

It is sometimes difficult to determine the basic underlying reason for withdrawing from school. In most cases a pupil who drops out of school does so for a combination of reasons. Dropping out of school is a process, not a simple event. Usually some crisis situation is associated with the pupil's decision to leave school. In this study, school administrators were asked to give the major reason for each dropout reported. If there were other contributing reasons, space was provided on the questionnaire to list the second, third, fourth, and fifth reasons, but most schools listed only the major reason.

The reasons for dropping out used in this study were those suggested by the U.S. Office of Education at the time the dropout study was initiated. NOTE: These have since been revised by the U.S. Office of Education in its recent publication, Pupil Accounting for Local and State School Systems. A total of 19 reasons are now used in classifying dropouts. The old codes D_1 through D_3 remain the same; codes D_4 and D_5 have been reversed; D_6 and D_7 are unchanged; D_8 (lack of interest in school work) has been replaced by D_8 (poor pupil-staff relationships), D_9 (poor relationships with fellow pupils), and D_{10} (dislike of school experiences); and the remaining codes D_9 through D_{17} are unchanged except for renumbering them D_{11} through D_{19}.

The dropout (D) codes used in this study were as follows:

D_1--Physical Illness--A pupil who left school because of physical illness.

D_2--Physical Disability--A pupil who was excused from school attendance because of a physical defect or handicap of a semi-permanent nature.

D_3--Mental Illness--A pupil who was excused or required to leave school because of a mental illness.

D_4--Behavioral Difficulty--A pupil who was required to withdraw from school because of a behavioral difficulty.

D_5--Mental Disability--A pupil who was excused from school attendance because of a mental handicap or defect of a permanent or semi-permanent nature.

D_6--Academic Difficulty--A pupil who left school or was required to leave because of academic difficulty.

D_7--Lack of Appropriate Curriculum--A pupil who left school because the curriculum was not appropriate for his needs.

D_8--Lack of Interest in School Work--A pupil who left school because of lack of interest in school work.

D_9--Parental Influence--A pupil who left school as a result of parental encouragement to do so.

D_{10}-Need at Home--A pupil who left school to help with work at home.

D_{11}-Economic Reasons--A pupil who left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing.

D_{12}-Employment--A pupil who left school to seek or accept employment, including employment required to support parents or other dependents.

D_{13}-Marriage--A pupil who left school because of marriage.

D_{14}-Pregnancy--A pupil who left school or was required to leave because of pregnancy.

D_{15}-Other Known Reason--A pupil who left school or was required to leave for some known reason other than those given for D_1 through D_{14} above. This reason should be specified.

D_{16}-Reason Unknown--A pupil who left school for a reason which is not known.

D_{17}-New Residence, School Status Unknown--A pupil who left school upon moving to a new residence and it is not known if he entered a new school.

Of the 7,242 pupils who dropped out of school during the twelve-month period covered by the survey, there were 2,210 pupils, or 30.5 per cent of the total, with Lack of Interest in School Work (D_8) reported as the major reason. This was followed by Marriage (D_{13}), 971, or 13.4 per cent; Academic Difficulty (D_6), 724, or 10.0 per cent; Pregnancy (D_{14}), 562, or 7.8 per cent; Behavioral Difficulty (D_4), 490, or 6.8 per cent; Other Known Reason (D_{15}), 365, or 5.0 per cent; Reason Unknown (D_{16}), 342, or 4.7 per cent; Employment (D_{12}), 334, or 4.6 per cent; New Residence, School Status Unknown (D_{17}), 322, or 4.4 per cent; Physical Illness (D_1), 251, or 3.5 per cent; Parental Influence (D_9), 172, or 2.4 per cent; Mental Illness (D_3), 110, or 1.5 per cent; Need at Home (D_{10}), 106, or 1.5 per cent; Mental Disability (D_5), 88, or 1.2 per cent; Economic Reasons (D_{11}), 79, or 1.1 per cent; Physical Disability (D_2), 65, or .9 per cent; and Lack of Appropriate Curriculum (D_7), 51, or .7 per cent. This information is portrayed by Figure 4. (For more detailed information, see Tables IVa and IVb, Appendix.)

It should be noted that the 342 pupils who dropped out of school for Reason Unknown (D_{16}) and the 322 pupils classified as New Residence, School Status Unknown (D_{17}) may not actually have been dropouts; it is possible that these pupils may have been enrolled in another school, unknown to the personnel of the school which they last attended. These 664 pupils account for 9.2 per cent of all dropouts reported for the one-year period.

When interpreting the data, it should also be emphasized that many of the reasons given for dropping out of school are interrelated, such as Lack of Appropriate Curriculum (D_7), Academic Difficulty (D_6), and Lack of Interest in School Work (D_8); Employment (D_{12}), Economic Reasons (D_{11}), Need at Home (D_{10}), and Parental Influence (D_9); and Marriage (D_{13}) and Pregnancy (D_{14}). Those who gave the school- and curriculum- oriented codes D_6, D_7 and D_8 as the major reason for dropping out of school

IOWA PUBLIC SCHOOL DROPOUTS (K-12), CLASSIFIED BY MAJOR REASONS, (D CODES) ARRANGED ACCORDING TO FREQUENCY

July 1, 1963 through June 30, 1964

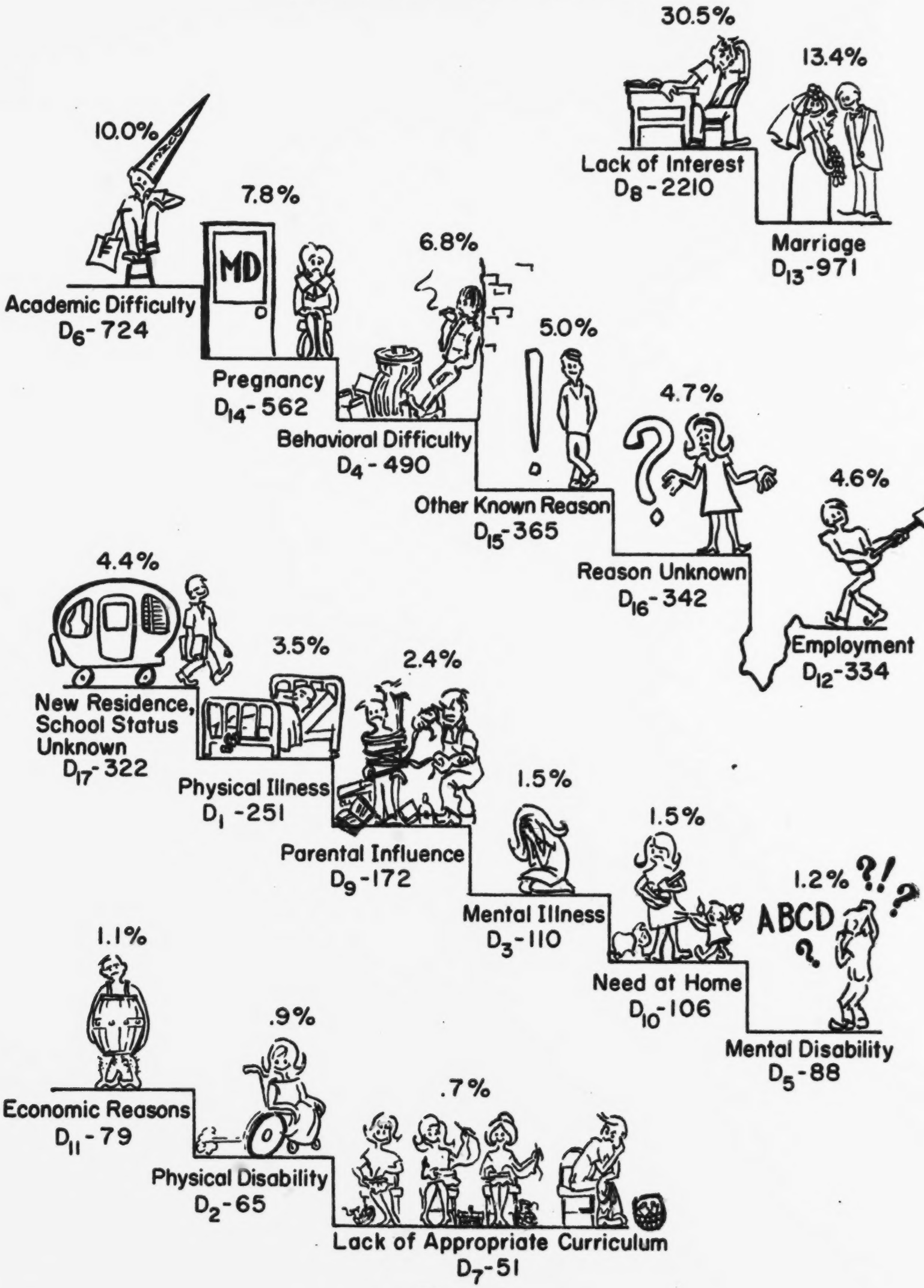


Figure 4

accounted for 41.2 per cent of all dropouts--2,985 pupils. There were 691 pupils, or 9.5 per cent of the total number of dropouts reported, who left school for socio-economic reasons--codes D_9, D_{10}, D_{11}, and D_{12}. The combination of Marriage and Pregnancy, D_{13} and D_{14}, was reported for 1,533 pupils, or 21.2 per cent of all dropouts.

By referring to Figure 5 the number of dropouts classified by the two most common reasons may be determined for each county in Iowa. As might be expected these reasons vary widely from county to county. In 64 of Iowa's 99 counties Lack of Interest in School Work (D_8) was reported as the number one reason pupils dropped out of school from July 1, 1963 through June 30, 1964. In another 12 counties Marriage (D_{13}) was given as the most common reason for leaving school. In 10 other counties Academic Difficulty (D_6) was listed, while 6 counties reported Pregnancy (D_{14}), and 1 county gave New Residence, School Status Unknown (D_{17}) as the most frequently reported major reason for leaving school. In the remaining 6 counties, combinations of two major reasons tied for the principal cause of dropouts--3 counties reported a combination of D_6 and D_{13}, and 1 county listed each of the combinations D_6 and D_8, D_8 and D_{13}, and D_8 and D_{14}. (See Table IV, Appendix, for a complete listing of the number of dropouts in each county, classified by major reasons.)

The number of dropouts for all grade levels (K-12) for the period July 1, 1963 through June 30, 1964, classified by major reason according to age, is shown graphically in Figure 6. (Refer to Table V, Appendix, for a more detailed tabulation of this information.) Of the pupils who dropped out of school for the reason, Physical Illness (D_1), more were age 16 than any other age--27.1 per cent of all those dropping out for this reason. Dropouts ranging in age from 14 through 18 years accounted for 78.1 per cent of all those leaving school for Physical Illness. The most common age for pupils to leave schools for Physical Disability (D_2) was 16, followed by those 15 and 17 years of age. For Mental Illness (D_3), there were more 17 year-olds than any other age. Of the 65 pupils who dropped out of school because of Mental Illness, 38, or 58.5 per cent were in the age group 15 through 17 years. Age 16 was the most

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA, CLASSIFIED BY THE 2 MOST COMMON MAJOR REASONS, BY COUNTIES

July 1, 1963 through June 30, 1964

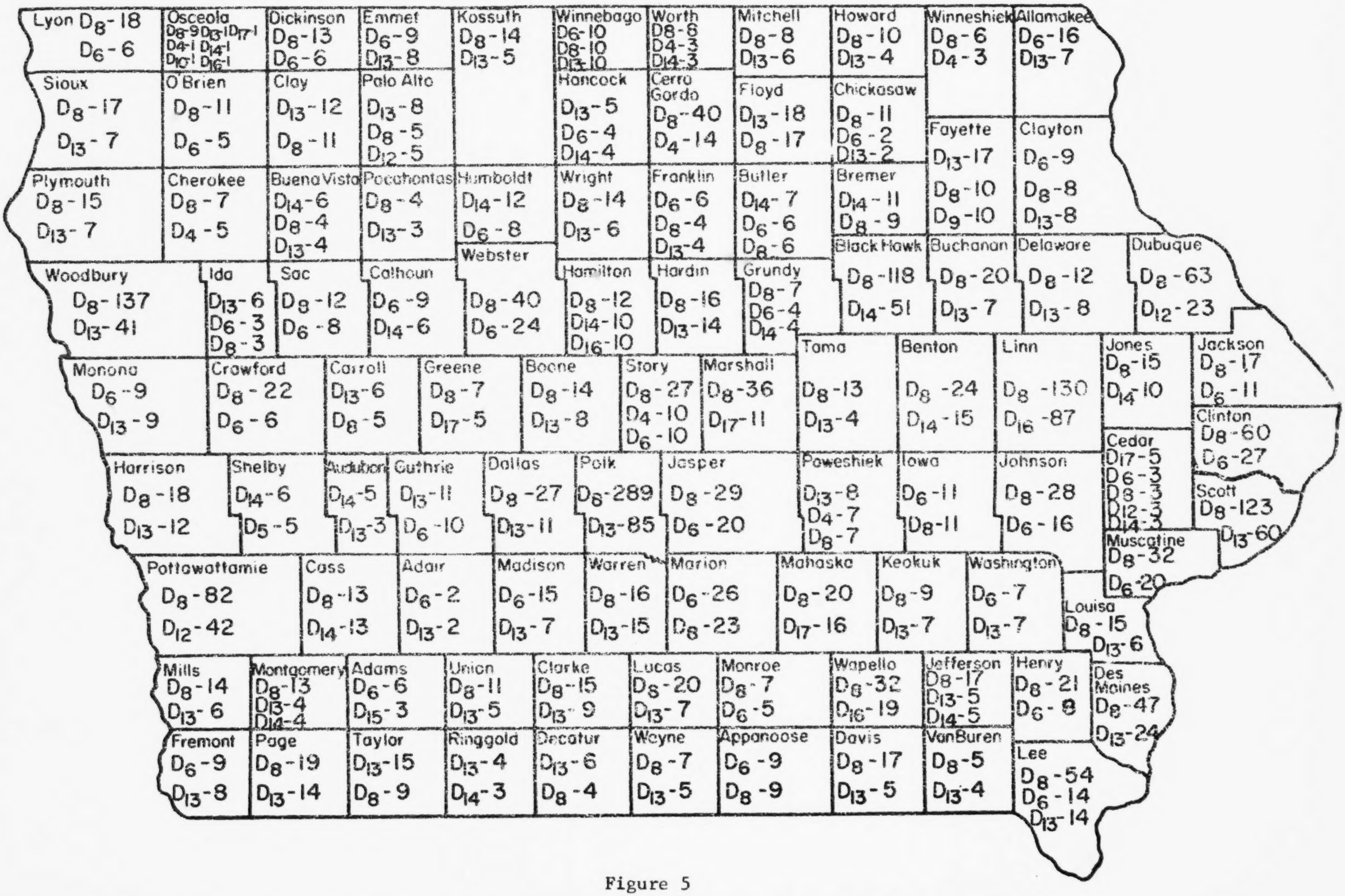


Figure 5

common age for pupils who left school for Behavioral Difficulty (D_4), Mental Difficulty (D_5), and Academic Difficulty (D_6). Nearly all those who dropped out of school for the reason, Academic Difficulty, were in the age group 14 through 19 years--706 out of 724. For Lack of Appropriate Curriculum (D_7), 17 year-olds were most frequently reported, while for Lack of Interest in School Work, there were more 16 year-olds, followed by those age 17. Age 16 was most commonly reported for those who dropped out for Parental Influence (D_9) and Need at Home (D_{10}). Age 18 was reported most frequently for Economic Reasons (D_{11}), although there were nearly as many 17 year-olds. For Employment (D_{12}), those 16 through 18 years of age accounted for 285 out of a total of 334, or 85.3 per cent, of the dropouts giving this reason. The most common age for pupils to drop out of school for Pregnancy (D_{13}) was 17 and for Marriage (D_{14}), 16 and 17. For the remaining major reasons for dropping out of school the ages most frequently reported were 17 for Other Known Reason (D_{15}), and 16 for Reason Unknown (D_{16}) and for New Residence, School Status Unknown (D_{17}).

The number of public school dropouts (K-12), during the period July 1, 1963 through June 30, 1964, classified by major reason according to grade level, is portrayed by Figure 7. (For more detailed information in this connection, please refer to Table VI, Appendix.) As shown, the grade level most frequently reported for dropouts for each of the major reasons (D_1 through D_{17}) were: grade 10 for Physical Illness (D_1) and for Physical Disability (D_2); grades 10 and 11 (tied) for Mental Illness (D_3); grade 10 for Behavioral Difficulty (D_4); grade 9 for Mental Disability (D_5); grade 10 for Academic Difficulty (D_6), for Lack of Appropriate Curriculum (D_7), and for Lack of Interest in School Work (D_8); grade 9 for Parental Influence (D_9); grade 10 for Need at Home (D_{10}); grade 12 for Economic Reasons (D_{11}); grade 11 for Employment (D_{12}); grade 12 for Marriage (D_{13}) and for Pregnancy (D_{14}); grade 11 for Other Known Reason (D_{15}); grade 10 for Reason Unknown (D_{16}); and grade 11 for New Residence, School Status Unknown (D_{17}).

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12), CLASSIFIED BY MAJOR REASONS ACCORDING TO AGE

July 1,1963 through June 30,1964

Physical Illness

AGE	D_1
4-8	24
9-13	26
14-16	131
17-19	70
20-23	0

Physical Disability

AGE	D_2
4-8	3
9-13	15
14-16	33
17-19	14
20-23	1

Mental Illness

AGE	D_3
4-8	3
9-13	15
14-16	49
17-19	41
20-23	2

Behavioral Difficulty

AGE	D_4
4-8	7
9-13	8
14-16	288
17-19	182
20-23	5

Mental Difficulty

AGE	D_5
4-8	13
9-13	9
14-16	39
17-19	23
20-23	4

Academic Difficulty

AGE	D_6
4-8	3
9-13	2
14-16	300
17-19	406
20-23	13

Lack of Appropriate Curriculum

AGE	D_7
4-8	5
9-13	2
14-16	13
17-19	30
20-23	1

Lack of Intrest in School Work

AGE	D_8
4-8	0
9-13	5
14-16	1151
17-19	1032
20-23	22

Parental Influence

AGE	D_9
4-8	3
9-13	3
14-16	119
17-19	47
20-23	0

Figure 6

Need at Home

AGE	D_{10}
4-8	0
9-13	1
14-16	57
17-19	46
20-23	2

Economic Reasons

AGE	D_{11}
4-8	0
9-13	2
14-16	23
17-19	52
20-23	2

Employment

AGE	D_{12}
4-8	0
9-13	0
14-16	129
17-19	193
20-23	12

Marriage

AGE	D_{13}
4-8	0
9-13	1
14-16	342
17-19	622
20-23	6

Pregnancy

AGE	D_{14}
4-8	0
9-13	3
14-16	281
17-19	275
20-23	3

Other Known Reasons

AGE	D_{15}
4-8	18
9-13	7
14-16	100
17-19	232
20-23	8

Reason Unknown

AGE	D_{16}
4-8	59
9-13	36
14-16	140
17-19	103
20-23	4

New Residence, School Status Unknown

AGE	D_{17}
4-8	74
9-13	49
14-16	133
17-19	66
20-23	0

Figure 6 (Continued)

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12), CLASSIFIED BY MAJOR REASONS, ACCORDING TO GRADE LEVEL

July 1, 1963 through June 30, 1964

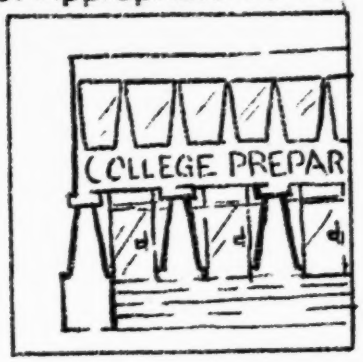
Physical Illness

GRADE	D_1
K-6	38
7-9	58
10-12	150
Ungraded	5

Behavioral Difficulty

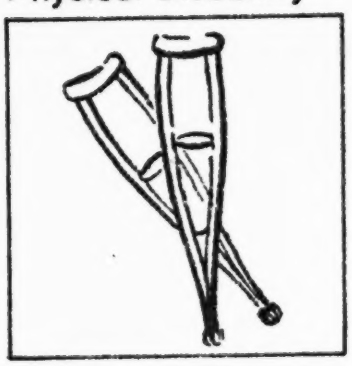
GRADE	D_4
K-6	8
7-9	149
10-12	310
Ungraded	15

Lack of Appropriate Curriculum



GRADE	D_7
K-6	5
7-9	13
10-12	24
Ungraded	9

Physical Disability

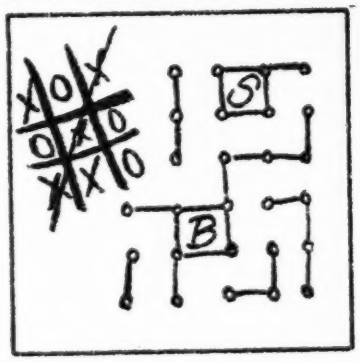


GRADE	D_2
K-6	8
7-9	17
10-12	29
Ungraded	11

Mental Disability

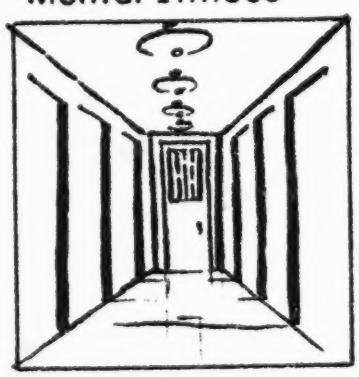
GRADE	D_5
K-6	14
7-9	28
10-12	21
Ungraded	25

Lack of Interest in School Work



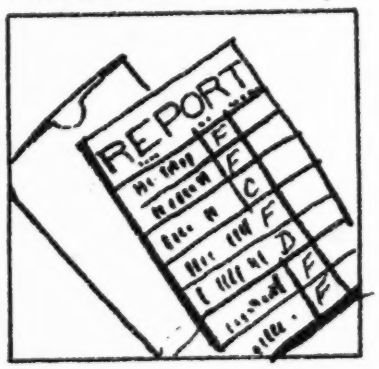
GRADE	D_8
K-6	3
7-9	513
10-12	1670
Ungraded	24

Mental Illness



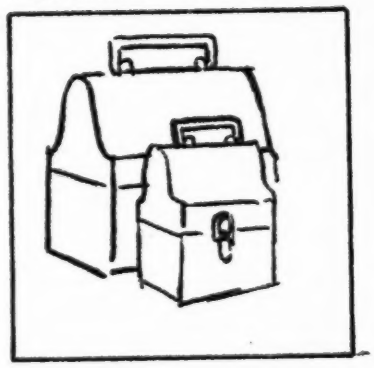
GRADE	D_3
K-6	11
7-9	31
10-12	62
Ungraded	6

Academic Difficulty



GRADE	D_6
K-6	3
7-9	210
10-12	496
Ungraded	15

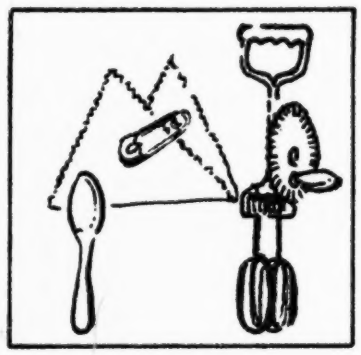
Parental Influence



GRADE	D_9
K-6	3
7-9	79
10-12	83
Ungraded	7

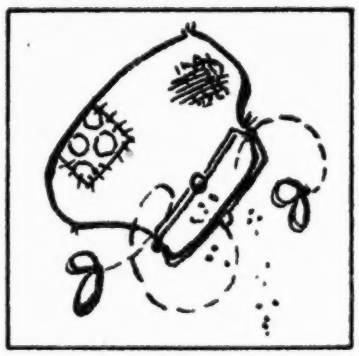
Figure 7

Need at Home



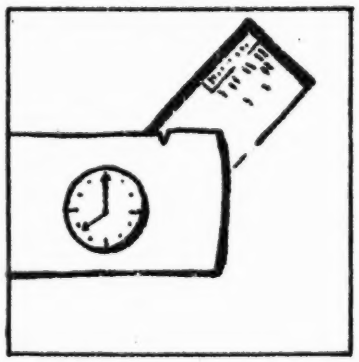
GRADE	D_{10}
K-6	0
7-9	27
10-12	78
Ungraded	1

Economic Reasons



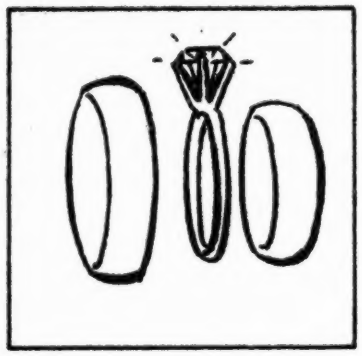
GRADE	D_{11}
K-6	2
7-9	9
10-12	68
Ungraded	0

Employment



GRADE	D_{12}
K-6	0
7-9	54
10-12	268
Ungraded	12

Marriage

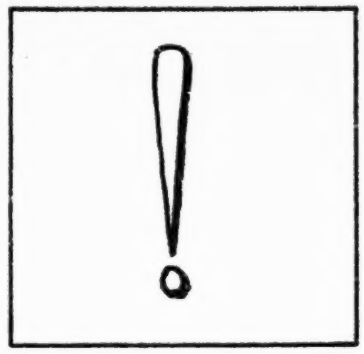


GRADE	D_{13}
K-6	0
7-9	58
10-12	911
Ungraded	2

Pregnancy

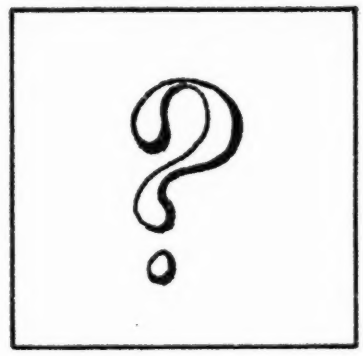
GRADE	D_{14}
K-6	0
7-9	61
10-12	495
Ungraded	6

Other Known Reasons



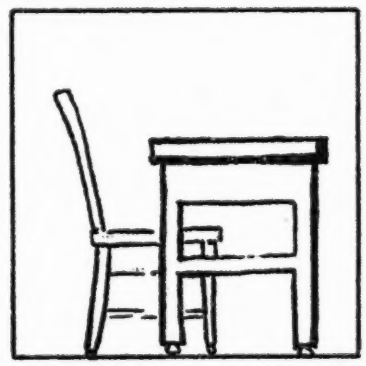
GRADE	D_{15}
K-6	15
7-9	48
10-12	289
Ungraded	13

Reason Unknown



GRADE	D_{16}
K-6	85
7-9	71
10-12	177
Ungraded	9

New Residence, School Status Unknown



GRADE	D_{17}
K-6	102
7-9	85
10-12	129
Ungraded	6

Figure 7 (Continued)

Figure 8 (map) gives the percentage of pupils who dropped out of public schools during the period July 1, 1963 and June 30, 1964, by counties, as related to the total population of the county. Figure 9 (map) gives the percentage of dropouts, by counties, as related to median income, while Figures 10 and 11 (maps) relate dropout rates to assessed valuation and to real or market value per resident pupil in average daily attendance.

Correlations were computed between the per cent of holding power for Iowa public schools (K-12) in each county and the total population (1960 census) of the county, median income of families (1959), assessed valuation per resident pupil (ADA) (1963-1964), and real (market) value per resident pupil (ADA) (1963). A significant relationship was shown between the dropout rate and each of these factors.

There is a greater probability of a pupil dropping out of school when the county population is low or the median income of residents of the county is low. A low dropout rate is related to a high assessed valuation per resident pupil in average daily attendance and to a high real or market value per resident pupil in average daily attendance.

Stated in terms of holding power, a high retention rate is associated with high county population, high median income, high assessed valuation, and high real or market value. The correlations of assessed valuation and real valuation with school holding power are substantially higher than with population and median income. These positive correlations with holding power were as follows:

Population:	.27
Median Income:	.28
Assessed Valuation:	.45
Real (Market) Valuation:	.39

No significant relationship was shown between the median number of school years completed by residents of the county and the dropout rate.

(Refer to Table VII, Appendix, for a tabulation of information, by counties, on holding power, median income, median number of school years completed, population, assessed valuation per pupil, and real value per pupil.)

PERCENTAGE OF DROPOUTS BY COUNTIES AS RELATED TO TOTAL POPULATION OF COUNTY (1960 CENSUS)

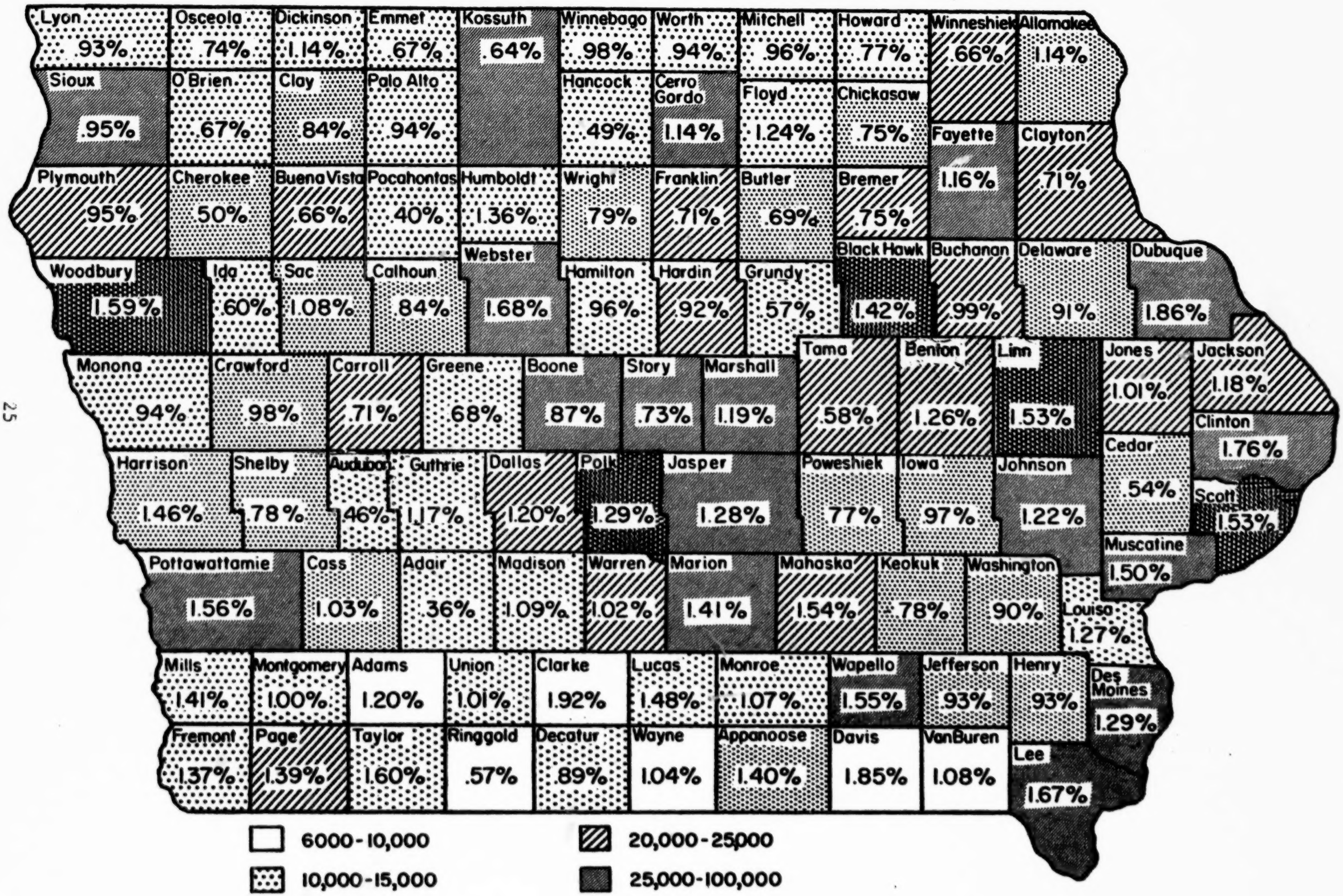


Figure 8

PERCENTAGE OF DROPOUTS BY COUNTIES AS RELATED TO MEDIAN INCOME

July 1, 1963 through June 30, 1964

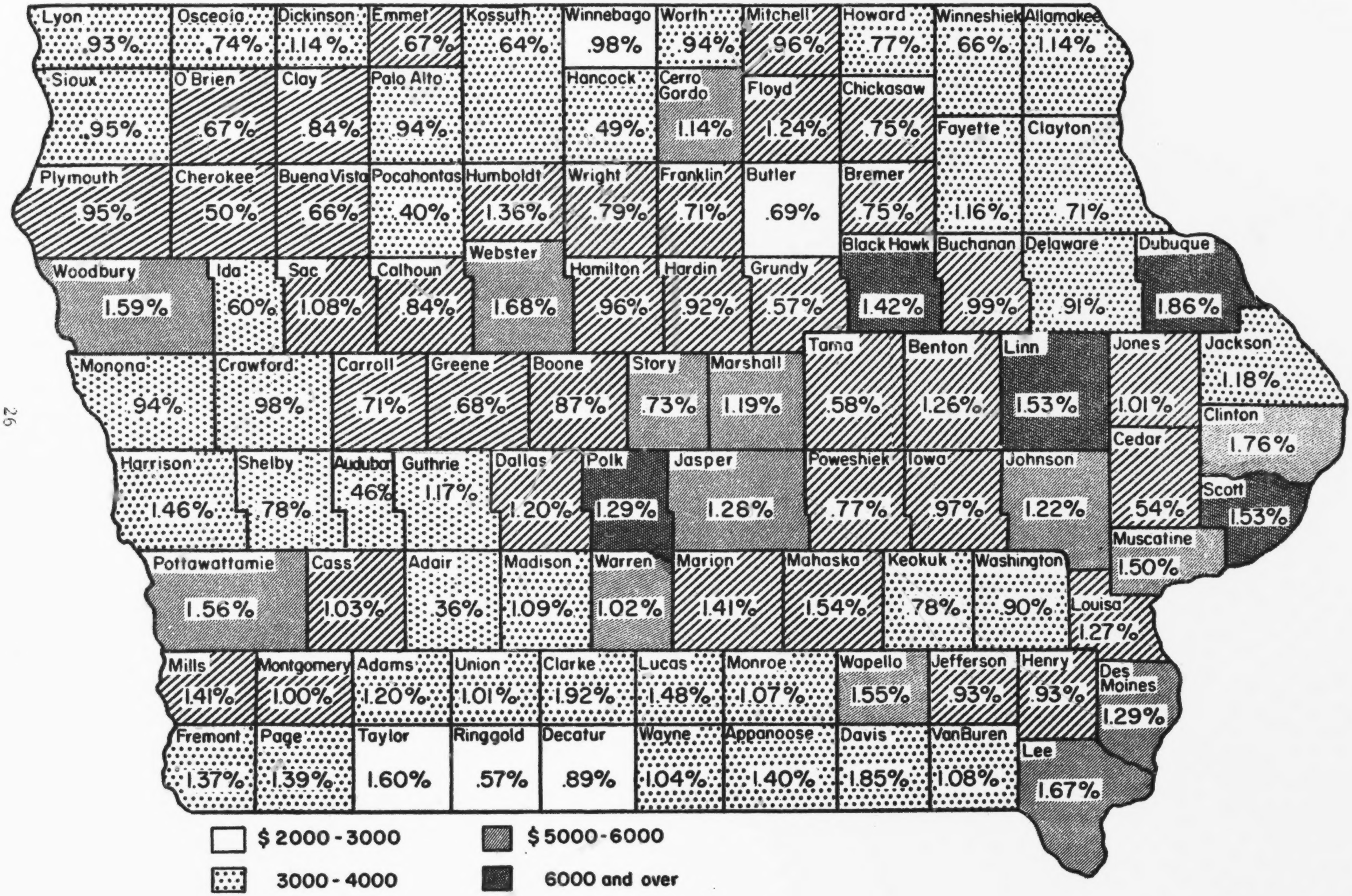


Figure 9

PERCENTAGE OF DROPOUTS BY COUNTIES AS RELATED TO ASSESSED VALUATION PER RESIDENT PUPIL (ADA) (1963-1964)

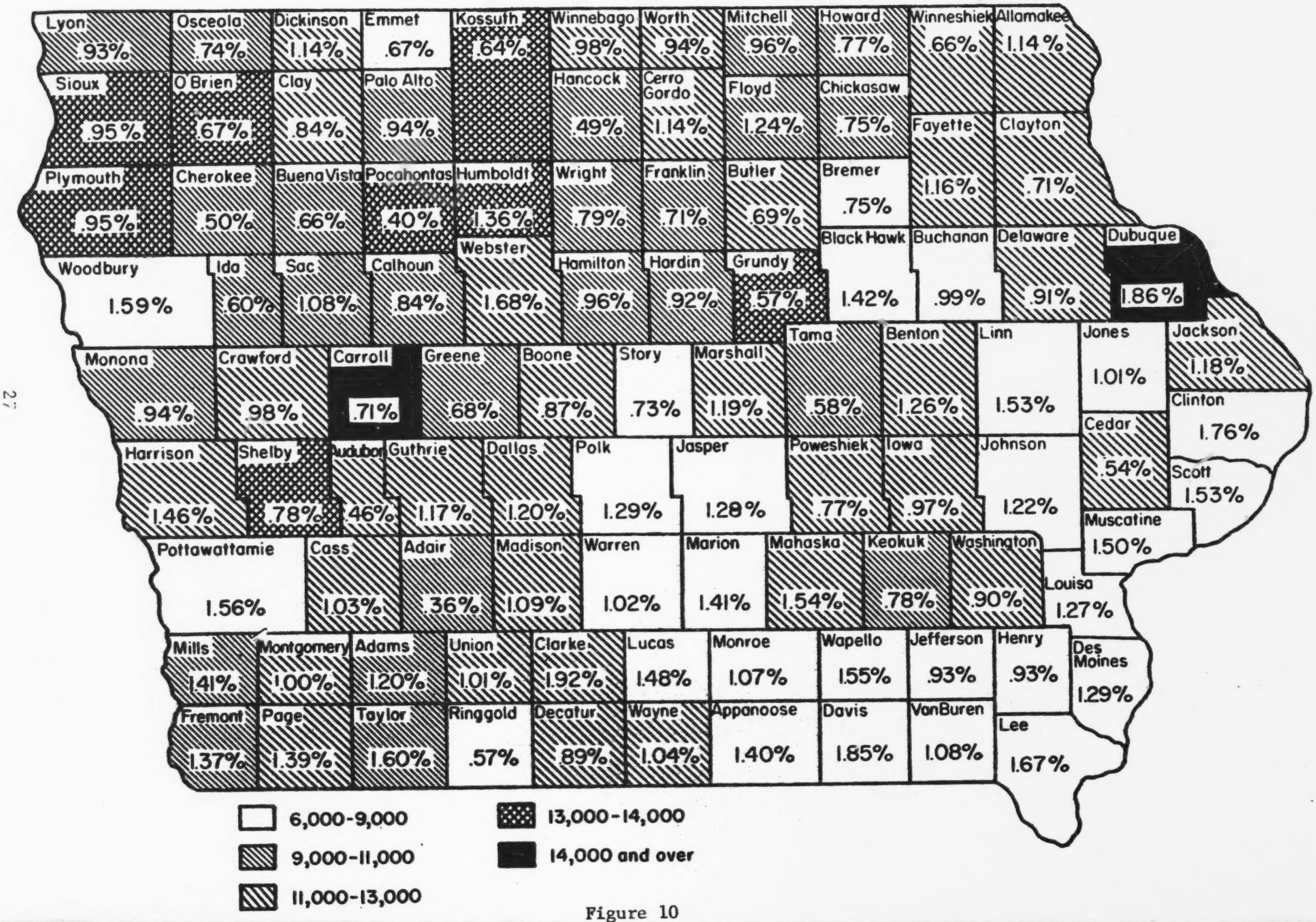


Figure 10

PERCENTAGE OF DROPOUTS BY COUNTIES AS RELATED TO REAL (MARKET) VALUE PER RESIDENT PUPIL (ADA) (1963)

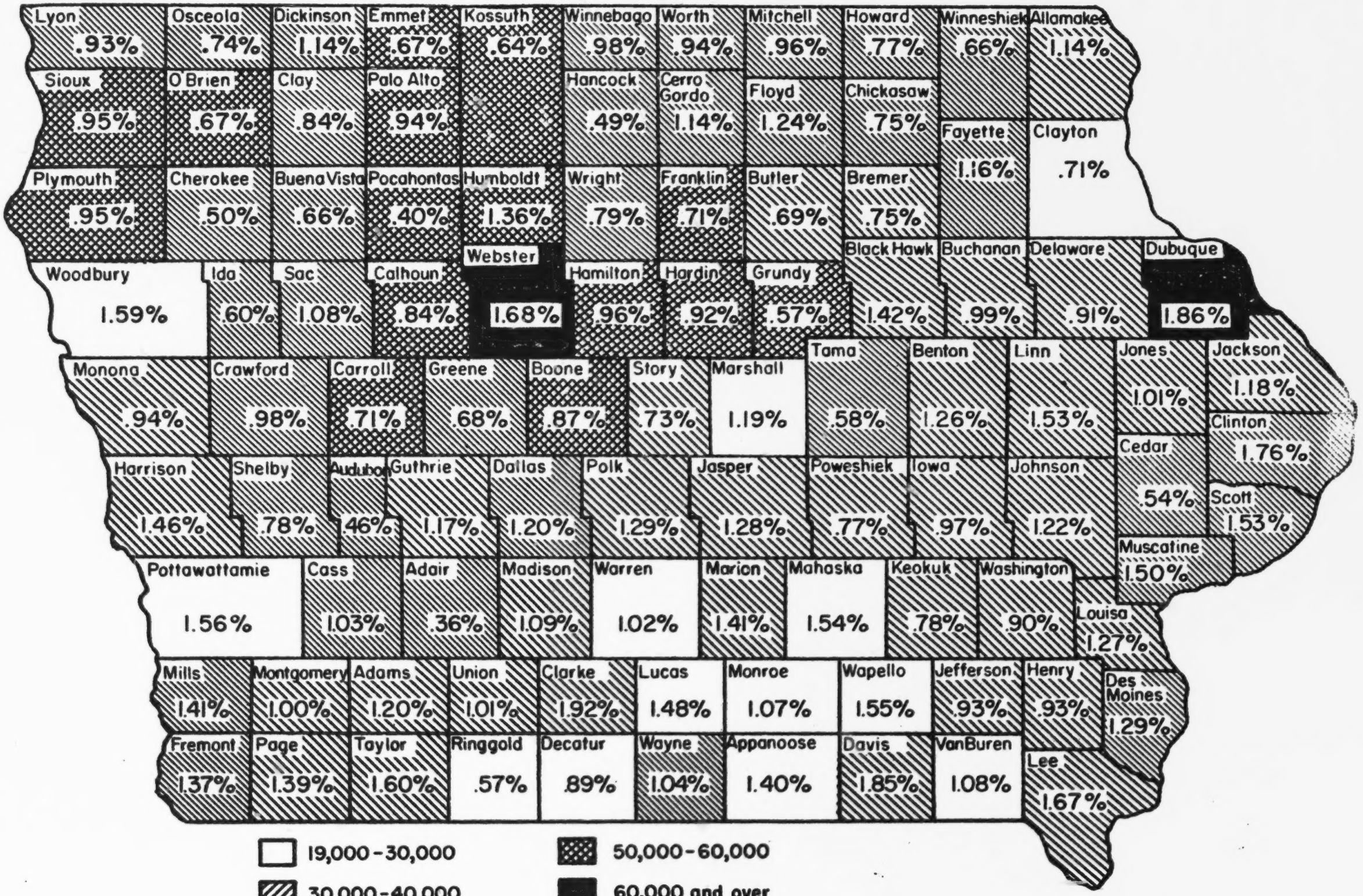


Figure 11

WHAT SOME SCHOOLS IN IOWA ARE DOING

The Statewide Dropout Committee invited representatives of some of the schools known to be taking action with respect to the dropout problem, and to report to the Committee their programs or plans. It should be pointed out, however, that many other schools are involved in similar action programs and these are only examples to illustrate what some local school districts are doing. A summary of the reports by representatives from the school systems of Cedar Falls, Davenport, Des Moines, Polk County, and Sioux City are given below.

Cedar Falls and Sioux City have emphasized activities in the elementary schools. Such programs as ungraded primary classes, elementary guidance staffing, reading programs, remedial classes during summer school, and ability grouping in some instructional areas have been initiated. On the secondary level the use of ability grouping has been widened, an extended program of vocational and technical courses has been offered, and a release time work program has been implemented.

Sioux City attempted one additional experiment. In a selected junior high school located in a low income section of the city, local business and professional men have spoken to the pupils on the value of education. Parents and pupils of this school also received counseling assistance. Sioux City reported that, following this program, two-thirds of those planning to quit school at age sixteen changed their minds and decided to remain in school.

Most of the current and planned activities of the Davenport program are at the secondary level. Counselors are employed in both the senior and junior high schools. An exit interview with the counselor is required of all pupils who leave the Davenport schools. Visiting counselors conduct a follow-up on all dropouts and contact both home and community agencies in efforts to provide assistance to those who drop out. Davenport also believes ability sectioning in required courses and an extended program of studies has proven useful in increasing their holding power.

A Davenport Community School Dropout Committee has been formed composed of representatives of both educators and lay persons to study the problem. This committee has made a series of recommendations among which are: follow-up studies, experimental classes designed for potential dropouts, possible revision of graduation requirements, a night school program for dropouts, special school for married and/or pregnant girls, intensive counseling with "problem pupils," extra pay for teachers working with non-motivated pupils, reestablishment of part-time school schedules, appointment of deans in the senior high schools who would be responsible for student affairs and discipline, and make an attempt to reduce many of the "hidden costs" (i.e., towel fees, locker fees, activity tickets, etc.) in getting an education.

The Davenport branch of the Iowa State Employment Service, local church groups and representatives of the Chamber of Commerce have also been involved in discussion of this problem. The adult Evening Schools offer high school courses for credit toward the high school diploma as well as other courses more vocational in nature.

The Polk County Board of Education in cooperation with the Des Moines Public Schools initiated an experimental study entitled "Guiding Individual Development" (G.I.D.). Located in an extremely low socio-economic section of Des Moines, this project is attempting to study the effectiveness of a preventive approach to the dropout problem. Earlier research conducted in this area had demonstrated this was what might be termed a "dropout prone" area in Des Moines. Pupils were ranked by teachers on the criterion of probability of graduation and those who ranked lowest were selected to participate.

Two experimental classes of 15 pupils each were formed and parents' permission for their children's participation was secured. The groups, one a first grade and

the other a seventh grade, will be taught by the same teacher for the next three years.

Methodology and curriculum have been left completely for the teacher to determine. Other than urging a creative approach to the problem of increasing interest in reading and school in general, nothing has been superimposed. It is hoped that parents as well as pupils will be involved, as cultural enrichment for both the pupil and the parent is one of the primary objectives of the program.

The program is too new to report any conclusive findings thus far, but, to date, absenteeism has been drastically reduced and many parents who have never before been in the school have met with the teachers.

At Des Moines Technical High School, a program for the male dropout who has been out of school for at least a year has, as its objective, training the unemployable for entry into the labor market. This project is being totally reimbursed by federal funds. Instruction is provided by regular faculty members and persons in local industry. Enrollees are given orientation programs in four fields, three in shop and one in business. Intensive training is then offered in an occupation which the Iowa State Employment Service has found to be under-supplied with workers. Enrollees are paid a stipend equal to unemployment compensation.

Informal evaluations made by counselors during a series of interviews would indicate that 60 to 70 per cent of the enrollees have been making satisfactory progress while the remainder are unlikely to complete the program.

The future of this program is dependent upon whether the Des Moines School Board will assume one-third of the cost as required if the program is to continue.

These are some of the plans that others have made and actions that others have taken.

NOW WHAT?

With the assumption that maximally effective action occurs only when one is personally committed to that action, the following question is posed to those concerned with the dropout problem:

"If you were responsible for the operation of your school system, what steps would you take that would encourage all pupils to complete at least a high school education?"

Some suggestions made in response to this question are listed below only to provide stimulation for independent thinking. Space is provided to list additional ideas that will fit the local situation.

1. Some suggestions from school administrators:

Provide a climate in which contributions toward the solution of this problem are encouraged and solicited from the school staff, pupils, parents, and the community at large.

Attempt, through constant communication with the Board of Education, to implement plans having promise in my school.

Recognize that my own ideas are not necessarily those that should take precedence.

Assist my faculty to meet their needs so that they may be better able to meet the needs of the pupils with whom they work.

2. Some suggestions from teachers:

Provide appropriate classes for all pupils.

Recognize that all pupils should have opportunities for genuine success experiences.

Get to know my pupils as individuals.

Involve all pupils in appropriate co-curricular activities.

Up-grade the status of the terminal pupil.

Reduce class size.

Provide us with in-service work in becoming more effective in working with the potential dropout.

Support me when I'm frustrated or discouraged. I'm only human.

Try some experimental classes for potential dropouts.

Provide adequate referral sources, i.e., remedial reading teachers, speech therapists, school psychologists, school social workers, school counselors.

3. Some suggestions from counselors:

Assist the faculty and administration in developing a plan to identify the potential dropout as early as possible in his school career.

Expand guidance and counseling services to include elementary pupils.

Strengthen the guidance program in the junior high school so as to help parents and pupils develop a more realistic understanding of academic and vocational education.

Incorporate occupational information and career planning in the high school curriculum.

Assist the faculty and administration in conducting follow-up studies of all pupils including dropouts.

Provide the faculty and administration with information concerning the curriculum needs of individual pupils.

Meet with all pupils at time they leave school so as to facilitate planning for the future.

Recognize that the counselor, in the absence of positive changes in the school or community, is not likely to reduce the dropout rate; in fact, an able counselor might actually increase it.

Develop more materials which would make counseling with the vocationally oriented pupil as effective as that done with the pupil planning on attending college.

Provide teachers with information about individual pupils so that greater individualized instruction may be possible.

Provide time in the counselor's schedule so that he might have greater opportunities for working with parent groups.

Recognize the need of the majority of pupils to secure training beyond the high school.

4. Some suggestions from dropouts:

More kids would stay in school if they could work part-time.

Money is an important item. Clothes and transportation are expensive.

The work was too hard for me but no one seemed to care.

Nobody tried very hard to be friends. I felt left out.

5. Some suggestions from parents:

Establish a program for parents of pre-school children to develop attitudes supportive of school experiences and the importance of education.

Provide adult education classes leading to a high school diploma.

School personnel should cooperate in community education, social and recreational programs.

School should take the initiative in obtaining the cooperation of parents and others in working with the potential dropout.

Work with local business, industry, and the armed forces to encourage pupils to stay in school.

Eliminate many hidden costs such as locker fees, textbook rental, band instrument rental or fees, activity tickets, etc.

6. Some suggestions from social workers:

Employ a qualified school social worker to work with the family of the potential dropout as soon as he can be identified.

Greater use by the schools of existing social work services at the community level.

Communicate information to teachers that will enable them to consider elements in the family and community that may contribute to the educational problems the pupil may be having.

7. Some suggestions from psychologists:

Provide better remedial reading instruction in the elementary grades.

Work with underprivileged children at the pre-school level.

Select teachers for their special ability to work with disadvantaged children and provide in-service training to help them become more effective in teaching the potential dropout.

Plan a more appropriate curriculum for pupils with less than average scholastic aptitude.

8. Some suggestions from college professors of education:

Flexible curriculum with more opportunities for vocational exploration and experiences for the average student.

Modular scheduling and the provision of supervised work experience.

Consideration for the individual as well as subject matter.

Continuous evaluation of why we teach as well as what is taught.

9. Some suggestions from the community:

Establish job up-grading programs in the community.

Provide part-time employment.

Work cooperatively with the school in the provisions of supervised work experience.

Attempt to improve understandings of parents, teachers, counselors, and pupils of the opportunities in skilled trades and technical areas.

No attempt has been made to suggest that such activities as mentioned above exhaust the possibilities for working with the potential dropout in the schools. It is suggested, however, that only an enthusiastic and willing acceptance of the responsiblility for such activities may meet with some degree of success.

SOURCES OF INFORMATION ON DROPOUTS

Selected References:

A 32 page publication entitled, Dropouts Selected References, has been prepared by Leonard M. Miller, Specialist, Counseling Techniques, U.S. Department of Health, Education and Welfare is available by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. The price of the publication is 20 cents.

The materials in this publication have been organized into the following four sections: General Publications; Publications Relating To State, County, And Local Dropout Programs, Projects, And Studies; Publications Relating To Teenage Marriage And Parenthood; and Audio-visual Materials. Most of the references relate to studies and reports which have been made since 1960. A few, however, date back as far as the early 1950's and have been included because of their historical value or the purposes for which the studies were made. This publication is a revised version of the 1963 edition and lists many new items which have appeared in the interim.

Key Articles:

1. Barko, Naomi, "Dropouts to Nowhere," The Reporter, Vol. 26, No. 7, March 29, 1962, p. 34-36.

2. Bernard, Louise, "Out-of-School and Out-of-Work," Overview, Vol. 3, No. 7, July, 1962, p. 32-35.

3. First, Joan M., "Dropouts," Michigan Education Journal, Vol. 38, November, 1960, p. 250-284.

4. Kohler, Mary Conway and Fontaine, Andre, "We Waste A Million Kids A Year," The Saturday Evening Post. A series of three articles--March 10, 17 and 24, 1962.

5. Livingston, A. Hugh, "Key to the Dropout Problem: The Elementary School," Elementary School Journal, Vol. 59, February, 1959, p. 267-270.

6. Matthews, C. V., "Serious Problem of the School Dropout," Illinois Education Journal, Vol. 50, January, 1962, p. 209-212.

7. Miller, Herman P., "Annual and Lifetime Income in Relation to Education: 1939-1959," The American Economic Review, Vol. 50, December, 1960, p. 962-986.

8. Murk, Virgil, "A Follow-Up Study on Students Who Drop Out of High School," Bulletin of the National Association of Secondary School Principals, Vol. 44, February, 1960, p. 73-75.

9. Porter, John W., "School Dropouts; A State Plan," National Education Association Journal, May, 1962, p. 53-54.

10. Schreiber, Daniel, "Fugitive From Failure," National Association of Secondary School Principals Bulletin, Vol. 46, May, 1962, p. 233-241.

11. Topetzes, N. V., and Ivanoff, J. M., "Dropout: How The School Can Help Him," Catholic School Journal, Vol. 62, February, 1962, p. 35-36.

12. Woollatt, Lorne H., "Why Capable Students Drop Out of High School," National Association of Secondary School Principals Bulletin, Vol. 45, November, p. 1-8.

Key Agencies:

1. U.S. Office of Education, Guidance and Counseling Programs Branch, Department of Health, Education, and Welfare, Washington 25, D.C. Write to: Leonard M. Miller.

2. N.E.A. Project: School Dropouts, National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. Write to: Daniel Schreiber, Director.

3. National Committee on Employment of Youth, 419 Park Avenue, South, New York 16, N.Y. Write to: Lila Rosenblum.

4. The Iowa State Department of Public Instruction. Write to: Arthur C. Anderson, Chairman, Statewide Dropout Committee, State Office Building, Des Moines, Iowa.

APPENDIX

TABLE I

NUMBER AND PER CENT OF PUBLIC SCHOOL DROPOUTS (K-12)
IN IOWA, BY COUNTIES
July 1, 1963 through June 30, 1964

COUNTY NO	COUNTY NAME	NUMBER OF DROPOUTS BOYS	GIRLS	TOTAL	ENROLLMENT (SEPT., 1963)	PER CENT OF DROPOUTS
1	Adair	4	3	7	1,935	.36
2	Adams	10	8	18	1,494	1.20
3	Allamakee	18	26	44	3,859	1.14
4	Appanoose	27	18	45	3,208	1.40
5	Audubon	4	8	12	2,610	.46
6	Benton	33	40	73	5,780	1.26
7	Black Hawk	186	187	373	26,210	1.42
8	Boone	32	15	47	5,424	.87
9	Bremer	20	31	51	6,780	.75
10	Buchanan	21	21	42	4,256	.99
11	Buena Vista	10	22	32	4,830	.66
12	Butler	17	11	28	4,079	.69
13	Calhoun	23	14	37	4,418	.84
14	Carroll	10	10	20	2,830	.71
15	Cass	16	34	50	4,875	1.03
16	Cedar	15	12	27	4,957	.54
17	Cerro Gordo	74	53	127	11,183	1.14
18	Cherokee	13	9	22	4,373	.50
19	Chickasaw	14	7	21	2,789	.75
20	Clarke	11	24	35	1,821	1.92
21	Clay	19	21	40	4,779	.84
22	Clayton	21	16	37	5,245	.71
23	Clinton	110	102	212	12,042	1.76
24	Crawford	26	20	46	4,696	.98
25	Dallas	40	32	72	5,993	1.20
26	Davis	25	14	39	2,108	1.85
27	Decatur	8	12	20	2,252	.89
28	Delaware	16	21	37	4,058	.91
29	Des Moines	65	58	123	9,566	1.29
30	Dickinson	22	15	37	3,236	1.14
31	Dubuque	91	67	158	8,517	1.86
32	Emmet	11	14	25	3,755	.67
33	Fayette	36	37	73	6,311	1.16
34	Floyd	30	30	60	4,848	1.24
35	Franklin	9	12	21	2,953	.71
36	Fremont	19	15	34	2,486	1.37
37	Greene	13	10	23	3,365	.68
38	Grundy	12	8	20	3,522	.57
39	Guthrie	24	23	47	4,007	1.17
40	Hamilton	25	24	49	5,109	.96
41	Hancock	6	12	18	3,685	.49
42	Hardin	35	24	59	6,411	.92
43	Harrison	33	27	60	4,098	1.46
44	Henry	23	17	40	4,293	.93
45	Howard	13	10	23	2,990	.77
46	Humboldt	23	21	44	3,240	1.36
47	Ida	6	8	14	2,331	.60
48	Iowa	24	18	42	4,313	.97

TABLE I (Continued)

COUNTY NO	COUNTY NAME	NUMBER OF DROPOUTS BOYS	GIRLS	TOTAL	ENROLLMENT (SEPT., 1963)	PER CENT OF DROPOUTS
49	Jackson	27	22	49	4,155	1.18
50	Jasper	54	55	109	8,491	1.28
51	Jefferson	16	14	30	3,211	.93
52	Johnson	67	43	110	9,034	1.22
53	Jones	27	21	48	4,733	1.01
54	Keokuk	14	15	29	3,726	.78
55	Kossuth	18	11	29	4,532	.64
56	Lee	88	53	141	8,444	1.67
57	Linn	274	210	484	31,629	1.53
58	Louisa	20	18	38	2,997	1.27
59	Lucas	22	12	34	2,295	1.48
60	Lyon	23	9	32	3,443	.93
61	Madison	22	12	34	3,117	1.09
62	Mahaska	32	36	68	4,424	1.54
63	Marion	50	31	81	5,728	1.41
64	Marshall	57	44	101	8,491	1.19
65	Mills	23	14	37	2,628	1.41
66	Mitchell	16	11	27	2,810	.96
67	Monona	12	17	29	3,092	.94
68	Monroe	13	9	22	2,058	1.07
69	Montgomery	22	10	32	3,212	1.00
70	Muscatine	57	56	113	7,554	1.50
71	O'Brien	18	12	30	4,478	.67
72	Osceola	9	6	15	2,025	.74
73	Page	29	31	60	4,305	1.39
74	Palo Alto	16	15	31	3,283	.94
75	Plymouth	28	21	49	5,145	.95
76	Pocahontas	6	5	11	2,783	.40
77	Polk	437	325	762	59,285	1.29
78	Pottawattamie	208	131	339	21,689	1.56
79	Poweshiek	17	17	34	4,388	.77
80	Ringgold	6	5	11	1,923	.57
81	Sac	27	16	43	3,988	1.08
82	Scott	240	173	413	27,077	1.53
83	Shelby	10	13	23	2,942	.78
84	Sioux	26	21	47	4,942	.95
85	Story	46	32	78	10,708	.73
86	Tama	11	18	29	5,034	.58
87	Taylor	14	25	39	2,435	1.60
88	Union	17	15	32	3,174	1.01
89	Van Buren	12	12	24	2,229	1.08
90	Wapello	81	79	160	10,348	1.55
91	Warren	27	31	58	5,709	1.02
92	Washington	16	20	36	4,022	.90
93	Wayne	7	14	21	2,022	1.04
94	Webster	100	63	163	9,705	1.68
95	Winnebago	19	21	40	4,095	.98
96	Winneshiek	12	7	19	2,866	.66
97	Woodbury	193	161	354	22,273	1.59
98	Worth	14	4	18	1,918	.94
99	Wright	25	17	42	5,308	.79
	TOTALS	3,968	3,274	7,242	607,823	1.19

TABLE IV

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12) IN IOWA CLASSIFIED BY MAJOR REASONS, BY COUNTIES
July 1, 1963 through June 30, 1964

COUNTY	Major Reasons ("D" Codes)																	TOTAL
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	
Adair	1					2							2	1			1	7
Adams			1	1		6		1	1	1			2	2	3			18
Allamakee	2			3	1	16		5		1	2		7	2	1	4		44
Appanoose	1		1	2	1	9		9	1	2	1	2	6	2	7	1		45
Audubon						2		1					3	5		1		12
Benton	4	1	2	5	3	6		24	2				9	15	1	1		73
Black Hawk	12	7	2	29	2	15	1	118	5	6	4	13	38	51	20	23	27	373
Boone	4		2	6	1	2	1	14	3	1		1	8	2	1	1		47
Bremer	3		1	1	1	8		9	2		1	1	8	11		3	2	51
Buchanan	1			5		3		20	2	1			7	2			1	42
Buena Vista	1		2	2		1		4	1	1	1	2	4	6	2	2	3	32
Butler				2		6		6	1				3	7		2	1	28
Calhoun	3	1	1	1		9		5	3				2	6	3		3	37
Carroll				2	1			5			2		6	2		2		20
Cass	1			2	2	2	1	13	3			5	5	13			3	50
Cedar			1	1		3	2	3		2	2	3	1	3	1		5	27
Cerro Gordo	6		3	14	5	7	2	40	3		4	2	12	5	7	12	5	127
Cherokee			1	5		1		7				2	1	2		2	1	22
Chickasaw			1	1		2		11	1			1	2	1		1		21
Clarke				1		1		15		1			9	3	1	3	1	35
Clay	1		1	2		1		11	1	1			12	1	6	2	1	40
Clayton	1			2		9		8	4			1	8		1	2	1	37
Clinton	7	3	3	6	1	27	6	60	4	5	2	12	23	16	18	3	16	212
Crawford	2	1	1	2		6		22	3			4	4	1				46
Dallas	2	1		4		3	2	27	3		1	6	11	4	1	1	6	72
Davis	3		1	1	3	3		17			1		5	1		1	3	39
Decatur	1		1			1		4					6	1	2	3	1	20
Delaware	1		1	2		2		12	1	1		4	8	4			1	37
Des Moines	12	1		10	1	6		47		2	1	2	24	2	7	6	2	123
Dickinson			1	1	1	6		13	1			2	4	5	2		1	37
Dubuque	1	1	3	11	2	7		63		1		23	2	13	15		16	158
Emmet	1			1		9		6					8					25
Fayette	4		2	4		4	2	10	10	4	1	5	17	6	4			73
Floyd	1		3	4	1	8		17	1			1	18	2			4	60
Franklin	2			1		6	1	4					4	3				21
Fremont		1	1	1	2	9			6		1	3	8	1		1		34
Greene			3	2		1		7		1			1	3			5	23
Grundy						4		7		1		1	2	4	1			20

TABLE IV (Continued)

COUNTY	Major Reasons ("D" Codes)																	TOTAL
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	
Guthrie	1	1		4	1	10		5	3			1	11	7	2		1	47
Hamilton	1			1	1	5	2	12				1	5	10	1	10		49
Hancock	1			1		4		1	1			1	5	4				18
Hardin	1		1		2	12		16	2	1			14	3	2	2	3	59
Harrison	4	1		4		4	1	18		1		3	12	5	3	2	2	60
Henry						8		21				1	6	3			1	40
Howard	2		1					10				2	4	1	1	1	1	23
Humboldt			1	2		8	1	5	4			4	4	12		2	1	44
Ida						3	1	3	1				6					14
Iowa	2		1	1	1	11	2	11		1			2	8	1	1		42
Jackson				6		11		17					6	8			1	49
Jasper	2		3	13		20		29	1	1	2	1	11	11		8	7	109
Jefferson	1		1					17					5	5	1			30
Johnson	4	3	1	7	1	16		28	4		5	8	9	2	1	14	7	110
Jones	3	1		4		3		15	1	1		2	4	10	1	2	1	48
Keokuk				3		5		9	2				7	2		1		29
Kossuth		2	1	2		2		14	1			1	5		1			29
Lee	6		1	11	2	14	3	54	1	2	2	6	14	7	2	6	10	141
Linn	14	4	12	26	11	44	2	130	5	8	4	8	45	27	41	87	16	484
Louisa				1	2	4		15		1			6	5	3		1	38
Lucas	2	1			1			20					7		2		1	34
Lyon	1					6		18				2	2	1			2	32
Madison	2	1	1	2		15		1				1	7	2			2	34
Mahaska				1	3			20	1	1		1	15	5		5	16	68
Marion		1		2		26	1	23	3	1			15	7			2	81
Marshall	5		2	7	1	4		36	2		1	4	7	7	6	8	11	101
Mills	1	1		1		1		14	1			1	6	3	2	2	4	37
Mitchell	1		1	3	1	2		8		2		1	6		2			27
Monona	2			1		9		4					9	3	1			29
Monroe	5					5		7					4			1		22
Montgomery	2		2	3		2		13				1	4	4	1			32
Muscatine	1	1		6		20		32	1	3		5	17	5	10	10	2	113
O'Brien	1		1	1	1	5		11	1				4	2			3	30
Osceola				1				9		1			1	1		1	1	15
Page	2		1	3		3		19		2		2	14	4		5	5	60
Palo Alto	1			3	1	1		5	3	2		5	8	2				31
Plymouth	2		1	1		6		15	1		1	3	7	6	3	1	2	49

TABLE IV (Continued)

COUNTY	Major Reasons ("D" Codes)																	TOTAL
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17	
Pocahontas	1					1		4					3			1	1	11
Polk	33	2	7	78	3	45	1	289	9	20	20	68	85	64	18	10	10	762
Pottawattamie	17	9	1	24	3	33	2	82	13	9	2	42	29	8	33	17	15	339
Poweshiek	2	1	2	7	2	1		7					8	2			2	34
Ringgold								2	1				4	3		1		11
Sac	1			5	1	8		12	2		4		6	1	1	1	1	43
Scott	12	3	16	44	2	12	11	123	16	4	5	19	60	11	56	12	7	413
Shelby				1	5	1		3					4	6	2	1		23
Sioux					2	6		17	3	2		2	7	4	3	1		47
Story	2		1	10	1	10	1	27	5	2		1	7	9	1		1	78
Tama	1			3		2		13	2				4	3		1		29
Taylor	1					6		9					15	5	1	1	1	39
Union	2					2		11		1		1	5	3	1	4	2	32
Van Buren	3	2		2		3		5	2			1	4	2				24
Wapello	2	8	6	15	3	15	3	32	4	3		4	18	8	3	19	17	160
Warren		1		5		2		16	1	1		3	15	7		6	1	58
Washington			1	1		7		6	3			1	7	4		4	2	36
Wayne	1				1	2		7				1	5	1	1		2	21
Webster	12	4	2	16	2	24		40		2		11	11	1	21	6	11	163
Winnebago	2		3			10		10	1				10	1	1	1	1	40
Winneshiek	2			3		1		6	2			1	2	2				19
Woodbury	7	1		10	4	26	2	137	6	2	6	13	41	24	30	10	35	354
Worth				3		1		8	1		1		1	3				18
Wright	2			5	2	4		14			2	5	6		2			42
TOTALS	251	65	110	490	88	724	51	2210	172	106	79	334	971	562	365	342	322	7242

TABLE V

NUMBER OF PUBLIC SCHOOL DROPOUTS (K-12) CLASSIFIED BY MAJOR REASONS ACCORDING TO AGE
July 1, 1963 through June 30, 1964

AGE	Major Reasons ("D" Codes)																	TOTAL
	D_1	D_2	D_3	D_4	D_5	D_6	D_7	D_8	D_9	D_{10}	D_{11}	D_{12}	D_{13}	D_{14}	D_{15}	D_{16}	D_{17}	
4				1														1
5	4		3	2	6	2	4		2						12	43	23	101
6	8			2	2	1	1								2	3	18	37
7	7	1		2	3				1						1	6	19	40
8	5	2			2										3	7	14	33
9	7	2	3		1											7	7	27
10	5	2	1	1				1								5	6	21
11	1	1	1												1	6	11	21
12	5	4	3	3	2				1		1				3	4	12	38
13	8	5	7	4	6	2	2	4	2	1	1		1	3	3	14	13	76
14	18	5	6	32	4	15		73	17	8	2	3	11	25	10	21	24	274
15	45	10	15	80	14	62	3	277	40	14	5	18	71	68	29	33	45	829
16	68	18	28	176	21	223	10	801	62	35	16	108	260	188	61	86	64	2225
17	50	10	32	129	18	222	21	675	32	24	21	110	432	187	150	67	43	2223
18	15	3	7	46	2	145	6	290	11	16	25	67	152	81	72	30	16	984
19	5	1	2	7	3	39	3	67	4	6	6	16	38	7	10	6	7	227
20			2	4	4	11		16		2	2	7	4	2	4	2		60
21		1				2	1	5				3	1		4	1		18
22				1								2	1	1		1		6
23								1										1
TOTALS	251	65	110	490	88	724	51	2210	172	106	79	334	971	562	365	342	322	7242

TABLE VI

NUMBER AND PER CENT OF PUBLIC SCHOOL DROPOUTS (K-12), CLASSIFIED BY MAJOR REASONS, ACCORDING TO GRADE LEVEL
July 1, 1963 through June 30, 1964

GRADE	Major Reasons ("D" Codes)																TOTAL	ENROLLMENT (SEPT., 1963)	PER CENT DROPOUT
	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10	D11	D12	D13	D14	D15	D16	D17			
K	12	1	3	7	11	3	4		2						14	44	27	128	53,599	.24
1	7	1														4	23	35	49,217	.07
2	4	1	1													9	12	27	47,928	.06
3	6		2		1											8	13	30	47,453	.06
4	3	2	2	1	1			1								7	8	25	47,367	.05
5	3	1	2		1						1				1	8	12	29	46.312	.06
6	3	2	1				1	2	1		1					5	7	23	46,915	.05
7	11	3	2	18	4	12	3	12	5	1	1	2	2	4	5	7	25	117	47.380	.25
8	18	6	8	29	8	45	4	81	8	2		10	10	10	10	28	21	298	44,797	.67
9	29	8	21	102	16	153	6	420	66	24	8	42	46	47	33	36	39	1096	45,836	2.39
10	65	12	25	133	11	200	13	688	40	37	16	76	163	105	91	81	47	1803	44,591	4.04
11	59	9	25	118	6	177	6	649	29	25	25	127	360	191	108	58	67	2039	44,491	4.58
12	26	8	12	67	4	119	5	333	14	16	27	65	388	199	90	38	15	1426	34,421	4.14
Special	5	11	6	15	25	15	9	24	7	1		12	2	6	13	9	6	166	7,516	2.21
TOTALS	251	65	110	490	88	724	51	2210	172	106	79	334	971	562	365	342	322	7242	607,823	1.19

TABLE VII

PER CENT OF HOLDING POWER FOR IOWA PUBLIC SCHOOLS (K-12), JULY 1, 1963 THROUGH JUNE 30, 1964, RANKED HIGHEST TO LOWEST, BY COUNTIES, AS RELATED TO OTHER SELECTED FACTORS

County		1963-1964 Holding Power		1959 Median Income		1960 Median School Yrs. Completed (Age 25 & over)		1960 County Population		1963-1964 Assessed Valuation Per Res. Pupil (ADA)		1963 Real Value Per Res. Pupil (ADA)	
No.	Name	Rank	%	Rank	Amount	Rank	Yrs.	Rank	Pop.	Rank	Average	Rank	Average
1	Adair	1	99.64	94	$3,313	63	10.5	85	10,893	17	$12,036	27	$45,103
76	Pocahontas	2	99.60	48	4,220	22	11.6	71	14,234	3	14,767	5	57,123
5	Audubon	3	99.54	89	3,447	94	9.0	84	10,919	40	10,916	46	40,917
41	Hancock	4	99.51	74	3,869	60	10.5	67	14,604	24	11,604	21	48,297
18	Cherokee	5	99.50	59	4,083	23	11.5	46	18,598	34	11,140	25	46,246
16	Cedar	6	99.46	43	4,254	48	10.8	52	17,791	45	10,631	30	43,688
80	Ringgold	7	99.43	99	2,573	27	11.5	98	7,910	79	8,492	94	28,094
38	Grundy	8	99.43	44	4,247	49	10.8	72	14,132	9	13,198	6	56,668
86	Tama	9	99.42	60	4,082	69	10.1	33	21,413	32	11,225	41	41,845
47	Ida	10	99.40	73	3,910	82	9.7	91	10,269	18	11,989	26	45,550
55	Kossuth	11	99.36	67	3,986	46	10.8	23	25,314	4	14,694	10	54,382
96	Winneshiek	12	99.34	72	3,916	90	9.0	32	21,651	55	9,921	49	40,555
11	Buena Vista	13	99.34	37	4,426	5	12.1	34	21,189	26	11,498	19	48,866
71	O'Brien	14	99.33	57	4,129	78	9.8	45	18,840	10	13,179	8	55,485
32	Emmet	15	99.33	28	4,635	21	11.6	65	14,871	73	8,866	13	53,516
37	Greene	16	99.32	63	4,005	11	12.0	70	14,379	13	12,328	20	48,585
12	Butler	17	99.31	61	4,076	83	9.6	54	17,467	57	9,796	59	38,676
22	Clayton	18	99.29	86	3,569	86	9.3	31	21,962	65	9,344	92	28,898
35	Franklin	19	99.29	55	4,141	53	10.7	63	15,472	19	11,959	14	53,491
14	Carroll	20	99.29	38	4,380	89	9.0	27	23,431	1	20,085	16	53,000
85	Story	21	99.27	12	5,410	1	12.5	11	49,327	91	7,812	73	34,427
72	Osceola	22	99.26	81	3,692	97	8.9	93	10,064	30	11,341	45	41,126
19	Chickasaw	23	99.25	62	4,034	84	9.6	64	15,034	31	11,324	29	43,889
9	Bremer	24	99.25	20	4,979	77	9.8	35	21,108	78	8,647	74	34,391
45	Howard	25	99.23	93	3,337	96	8.9	80	12,734	33	11,188	32	43,384
79	Poweshiek	26	99.23	46	4,236	10	12.0	44	19,300	64	9,345	77	33,879
54	Keokuk	27	99.22	47	3,854	52	10.7	62	15,492	25	11,500	75	34,196
83	Shelby	28	99.22	71	3,933	70	10.1	60	15,825	5	14,129	23	46,862
99	Wright	29	99.21	25	4,712	19	11.7	42	19,447	21	11,873	38	42,508
13	Calhoun	30	99.16	45	4,244	30	11.4	59	15,923	12	12,705	12	53,818

TABLE VII (Continued)

County		1963-1964 Holding Power		1959 Median Income		1960 Median School Yrs. Completed (Age 25 & over)		1960 County Population		1963-1964 Assessed Valuation Per Res. Pupil (ADA)		1963 Real Value Per Res. Pupil (ADA)	
No.	Name	Rank	%	Rank	Amount	Rank	Yrs.	Rank	Pop.	Rank	Average	Rank	Average
21	Clay	31	99.16	36	$4,441	7	12.1	48	18,504	42	$10,776	39	$42,212
8	Boone	32	99.13	23	4,763	50	10.7	20	28,037	54	9,970	15	53,267
27	Decatur	33	99.11	97	2,973	57	10.6	86	10,539	70	9,063	91	29,003
92	Washington	34	99.10	47	4,233	39	11.1	43	19,406	49	10,397	69	35,487
28	Delaware	35	99.09	84	3,621	81	9.7	49	18,483	61	9,549	60	38,602
42	Hardin	36	99.08	30	4,594	28	11.4	29	22,533	27	11,497	11	54,190
60	Lyon	37	99.07	87	3,559	99	8.8	68	14,468	14	12,198	24	46,625
44	Henry	38	99.07	27	4,639	45	10.9	50	18,187	80	8,487	54	39,491
51	Jefferson	39	99.07	26	4,708	20	11.6	61	15,818	72	8,887	72	34,562
74	Palo Alto	40	99.06	85	3,598	25	11.5	66	14,736	16	12,079	17	52,496
67	Monona	41	99.06	76	3,857	71	10.1	74	13,916	22	11,701	61	37,188
98	Worth	42	99.06	52	4,166	54	10.7	92	10,259	53	10,162	35	43,186
84	Sioux	43	99.05	65	3,994	98	8.8	21	26,375	8	13,271	9	54,540
75	Plymouth	44	99.05	53	4,164	80	9.7	25	23,906	7	13,416	7	56,284
66	Mitchell	45	99.04	42	4,258	42	11.0	73	14,043	29	11,403	48	40,775
40	Hamilton	46	99.04	32	4,582	16	11.9	41	20,032	28	11,489	4	57,798
48	Iowa	47	99.03	39	4,354	75	9.9	56	16,396	46	10,604	58	38,974
24	Crawford	48	99.02	69	3,977	92	9.0	47	18,569	39	10,931	37	43,089
95	Winnebago	49	99.02	40	4,308	62	10.5	78	13,099	59	9,758	44	41,437
10	Buchanan	50	99.01	33	4,557	44	10.9	30	22,293	87	8,025	86	30,333
69	Montgomery	51	99.00	54	4,150	26	11.5	69	14,467	37	10,960	76	34,105
88	Union	52	98.99	75	3,861	43	11.0	75	13,712	68	9,141	66	35,688
53	Jones	53	98.99	35	4,462	47	10.8	40	20,693	76	8,775	68	35,490
91	Warren	54	98.98	18	5,217	6	12.1	38	20,829	97	6,693	88	29,565
15	Cass	55	98.97	58	4,089	24	11.5	51	17,919	44	10,657	50	40,116
93	Wayne	56	98.96	96	3,021	66	10.3	94	9,800	41	10,818	52	40,071
68	Monroe	57	98.93	78	3,807	85	9.6	87	10,463	99	6,089	98	20,590
89	Van Buren	58	98.92	95	3,286	64	10.5	95	9,778	84	8,138	87	29,790
81	Sac	59	98.92	56	4,136	51	10.7	55	17,007	23	11,678	18	49,935
61	Madison	60	98.91	70	3,934	34	11.3	82	12,295	52	10,198	55	39,266
3	Allamakee	61	98.86	91	3,369	95	8.9	58	15,982	50	10,287	65	35,746
30	Dickinson	62	98.86	68	3,978	13	12.0	81	12,574	48	10,454	22	47,967
17	Cerro Gordo	63	98.86	10	5,517	14	11.9	10	49,894	63	9,365	28	44,090
33	Fayette	64	98.84	49	4,215	38	11.1	19	28,581	58	9,796	33	43,367

TABLE VII (Continued)

County		1963-1964 Holding Power		1959 Median Income		1960 Median School Yrs. Completed (Age 25 & over)		1960 County Population		1963-1964 Assessed Valuation Per Res. Pupil (ADA)		1963 Real Value Per Res. Pupil (ADA)	
No.	Name	Rank	%	Rank	Amount	Rank	Yrs.	Rank	Pop.	Rank	Average	Rank	Average
39	Guthrie	65	98.83	88	$3,491	61	10.5	76	13,607	38	$10,953	56	$39,263
49	Jackson	66	98.82	31	4,585	91	9.0	39	20,754	62	9,384	62	36,685
64	Marshall	67	98.81	13	5,392	15	11.9	16	37,984	60	9,700	99	19,798
2	Adams	68	98.80	90	3,426	68	10.3	99	7,468	20	11,915	67	35,668
25	Dallas	69	98.80	22	4,831	9	12.0	24	24,123	43	10,730	31	43,446
52	Johnson	70	98.78	16	5,309	2	12.4	9	53,663	82	8,309	53	39,609
34	Floyd	71	98.76	21	4,910	29	11.4	36	21,102	35	11,116	47	40,848
6	Benton	72	98.74	34	4,557	56	10.6	28	23,422	47	10,551	57	39,187
58	Louisa	73	98.73	51	4,169	36	11.2	88	10,290	75	8,830	63	36,659
50	Jasper	74	98.72	15	5,345	40	11.0	17	35,282	86	8,053	70	35,017
29	Des Moines	75	98.71	6	5,733	33	11.3	14	44,605	93	7,243	42	41,744
77	Polk	76	98.71	1	6,464	3	12.2	1	266,315	92	7,338	79	33,108
46	Humboldt	77	98.64	24	4,751	12	12.0	77	13,156	6	13,511	3	58,753
36	Fremont	78	98.63	79	3,762	17	11.9	90	10,282	15	12,172	34	43,350
73	Page	79	98.61	64	3,996	41	11.0	37	21,023	51	10,227	78	33,171
4	Appanoose	80	98.60	92	3,355	93	9.0	57	16,015	95	7,184	89	29,172
65	Mills	81	98.59	50	4,190	72	10.1	79	13,050	11	12,758	51	40,076
63	Marion	82	98.59	29	4,600	88	9.0	22	25,886	71	8,976	81	32,637
7	Black Hawk	83	98.58	3	6,396	8	12.0	3	122,482	83	8,161	80	32,925
43	Harrison	84	98.54	66	3,990	59	10.5	53	17,600	69	9,128	82	32,556
59	Lucas	85	98.52	80	3,713	79	9.8	83	10,923	88	8,007	96	27,699
70	Muscatine	86	98.50	19	5,204	73	9.9	18	33,840	94	7,188	43	41,696
57	Linn	87	98.47	4	6,359	4	12.1	2	136,899	74	8,865	71	34,707
82	Scott	88	98.47	2	6,459	31	11.3	4	119,067	77	8,716	40	42,210
62	Mahaska	89	98.46	41	4,260	74	9.9	26	23,602	56	9,893	90	29,079
90	Wapello	90	98.45	14	5,388	58	10.5	13	46,126	96	7,074	97	23,361
78	Pottawattamie	91	98.44	8	5,591	35	11.2	6	83,102	98	6,518	95	27,718
97	Woodbury	92	98.41	9	5,539	32	11.3	5	107,849	90	7,821	93	28,159
87	Taylor	93	98.40	98	2,867	76	9.9	89	10,288	36	11,071	83	32,149
56	Lee	94	98.33	17	5,282	55	10.6	15	44,207	81	8,459	64	36,384
94	Webster	95	98.32	11	5,494	18	11.7	12	47,810	67	9,207	2	62,592
23	Clinton	96	98.24	7	5,690	37	11.1	8	55,060	85	8,093	36	43,110
26	Davis	97	98.15	83	3,664	87	9.2	96	9,199	89	7,922	85	30,404
31	Dubuque	98	98.14	5	6,026	65	10.4	7	80,048	2	17,019	1	68,729
20	Clarke	99	98.08	82	3,664	67	10.3	97	8,222	66	9,240	84	31,197